Universiti Utara Malaysia

THE EFFECTS OF UTILIZING YOUTUBE ON LOTS AND HOTS QUESTIONS IN READING COMPREHENSION AND MOTIVATION AMONG THAI STUDENTS

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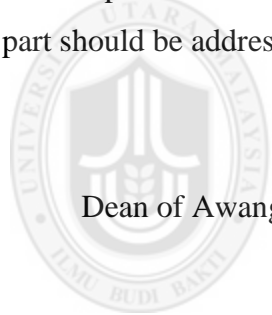
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Abstrak

Banyak kajian menjelaskan pelajar Thai lemah dalam kefahaman bacaan bahasa Inggeris yang berpunca daripada kaedah pengajaran yang kurang menarik dan tidak berkesan.YouTube ialah satu alat yang sangat menarik dan berkesan dalam pengajaran dan pembelajaran malangnya tidak digunakan secara meluas dalam pengajaran bahasa Inggeris di Thailand. Tujuan kajian ini adalah untuk mengkaji kesan penggunaan YouTube terhadap pencapaian pelajar Thai dalam pemahaman LOTS dan HOTS dan motivasi terhadap pemahaman Bahasa Inggeris. Kajian ini juga meneroka pesepsi pelajar dan guru terhadap penggunaan YouTube dan kaedah kuliah konvensional dalam pengajaran pemahaman bacaan. Data kuantitatif diperoleh daripada praujian, pascaujian dan soal selidik motivasi dan dianalisis dengan menggunakan *Independent samples T-test*. Data kualitatif daripada temu bual separa berstruktur dianalisis berdasarkan tema yang menonjol. Dapatan kajian menunjukkan penggunaan YouTube meningkatkan secara signifikan pemahaman LOTS dan HOTS pelajar dan motivasi mereka terhadap bacaan. Dapatan kajian kualitatif juga menjelaskan YuTube ialah alat yang sangat berkesan dalam pengajaran dan pembelajaran pemahaman bahasa Inggeris. Pelajar menegaskan bahawa YouTube membolehkan mereka meneka maksud perkataan yang sukar dan membantu mereka memahami teks dengan lebih baik. YouTube juga menjadikan pengajaran lebih menghibur, menarik dan pelajar dapat menumpukan perhatian terhadap pelajaran pemahaman. Guru menegaskan bahawa YouTube membantu memperkaya pengetahuan latar pelajar dan meningkatkan pemahaman mereka. Kajian ini menunjukkan YouTube boleh digunakan secara terancang bagi meningkatkan pemahaman LOTS dan HOTS pelajar. Pelajar juga bermotivasi dan berminat untuk mempelajari bahasa Inggeris dengan penggunaaan YouTube berbanding dengan kaedah kuliah konvensional. Penggunaan YouTube boleh dimasukkan dalam sukatan pelajaran melalui Bahagian Latihan Guru dan Kementerian Pendidikan.

Kata kunci: Kefahaman bacaan, Motivasi, Menggunakan YouTube, Kaedah konvensional, Pelajar *EFL*Thai

Abstract

Many studies show that English as a Foreign Language (EFL) Thai students are weak in their reading comprehension due to less attractive and ineffective teaching methods. Although YouTube is a very attractive and effective tool in teaching and learning English, it is not widely used among teachers in Thailand. The purpose of this study was to investigate the effects of utilizing YouTube on Thai students' performance in Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) comprehension questions and their motivation towards EFL reading comprehension. The study also explored students' and teachers' perceptions on the utilization of YouTube and conventional lecture method in teaching reading comprehension. The quantitative data were gathered from the pre-test, post-test and questionnaires and were analysed using Independent Samples T-test. The qualitative data from the semi-structured interviews were analysed based on emerging themes. Finding from this study indicated that the utilization of YouTube significantly enhanced students' LOTS and HOTS comprehension and their motivation towards reading. The qualitative findings also indicated that YouTube is a very effective tool in teaching and learning EFL comprehension. The students stressed that You Tube enabled them to guess the meaning of difficult words which helped them to understand the reading text better. The YouTube also made the lesson more fun, interesting and students could concentrate on their reading lesson. The teacher stressed that YouTube helped to enrich the students' prior knowledge and enhance their comprehension. This study revealed that YouTube could be systematically utilized for improving students' reading comprehension for LOTS and HOTS. Students are also more motivated and interested to learn English when the YouTube is used as compared to the conventional lecture method. The use of YouTube can be incorporated in the syllabus through the Teacher's Training Division and the Ministry of Education.

Keywords: Reading comprehension, Motivation, YouTube, Conventional lecture method, EFL Thai students

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List of Abbreviations

AEC	ASEAN Economic Community
ARCS	Attention, Relevance, Confidence and Satisfaction
ASEAN	Association of Southeast Asian Nations
DV	Dependent Variable
EF	Education First
EFL	English as a Foreign Language
EM	Extrinsic Motivation
EPI	English Proficiency Index
ESL	English as a Second Language
HOTS	Higher Order Thinking Skills
ICT	Information and Communication Technology
IM	Intrinsic Motivation
IV	Independent Variable
L1	First language
L2	Second language
LOTS	Lower Order Thinking Skills
OECD	Organization for Economic Co-operation and Development
O-NET	Ordinary National Educational Test
OTOP	One Tambon One Product
PISA	Program for International Student Assessment
SESAs	Secondary Educational Service Areas
SPSS	Statistical Package for the Social Sciences
STAD	Student Teams Achievement Division
TOEFL	Test of English as a Foreign Language
V-NET	Vocational National Educational Test

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English is a global language as it connects individuals and nations across the globe. The English language also functions as one of the most important tools for globalization (Coleman, 2006; Graddol, 2004; Tsui & Tollefson, 2007). Being the most widespread language, it is spoken by 700 million people round the world (Crystal, 2002, 2003), it is also regarded by many as a prestigious language. Wilkins and Urbanovic (2014) claim that many families all over the world are interested in an English language education abroad for their children because they believe that proficiency in English helps them to get better jobs. Therefore, English is seen to play an important role in their lives, as a key to access academic success and professional development.

During the reign of King Narai the Great of Thailand (1824-1851 A.D.), English was taught by American missionaries in schools, as a foreign language (Khamkhien, 2010). However, its use was restricted to court officials and those concerned with managing contacts with Westerners (Baker, & Phongpaichit, 2005). Since then English has been taught as a foreign language (EFL) in schools in Thailand. It is a compulsory subject which is learned to fulfil the requirements of the curriculum. Thai people do not use English as a second language or official language. Shin, Brudhiprabha, and Surasin (2014) propound that in EFL countries like Thailand, students are only exposed to English in the classroom and most English classes are taught in the students' mother tongue.

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Since the ASEAN Charter states "The working language of ASEAN shall be English" (ASEAN, 2009) to strengthen integration, English is seen as an important subject to be reformed in non-English speaking member countries. The Thai government tries to enhance English language education at all levels (primary, secondary and tertiary), but the English proficiency of Thai people remains a matter of concern because their performance in English is much lower than their regional neighbours such as Malaysia, Singapore and the Philippines (Baker, 2008; Noom-ura, 2013). However, a few Thai universities have set up strategic plans by promoting the quality of their education to meet international standards (Paiwithayasiritham, 2013). In order to meet international standards, Thai researchers conducted many studies to investigate the success of English language teaching and learning in Thailand (Kanoksilapatham, 2007, 2009, 2010, 2013, 2014; Noom-ura, 2013; Prapphal, 2003; Todd & Keyuravong, 2004). Most of them have agreed that Thai English learners' proficiency is not yet satisfactory. Kongkerd (2013) also highlights the fact that current pedagogical approaches centred on conventional methods have failed to help students become proficient English users.

In Thailand, a lot of prestige is attached to mastering English. Firstly, being proficient in English enhances an individual's social status and promises more career prospects, in his homeland as well as overseas (Wilkins & Urbanovic, 2014). Secondly, the importance of English in terms of achieving the goal of establishing an ASEAN community has been emphasized since 2015. According to the ASEAN Economic Community (AEC) plan, there will be a free-flow market for goods, services, investment, capital and skilled labour among the 10 member countries: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam (Somjai, Tubsree, & Smith

2014). Lastly, it is also widely used in tertiary education (Talebinezhad & Aliakbari, 2001) as most books, dissertations and journal articles are written in English and these are main references for higher education students. This issue is highly relevant as English has become a dominant language in higher education worldwide (Phillipson, 2006).

The three southern provinces, namely Pattani, Yala, and Narathiwat are considered plural societies with combined religious and cultural differences (Grahan, 2000). People in these three provinces prefer to have a double ethnic identity as they possess both Thai and Malay inheritance (Prajubmore, 1996). Currently, the Muslim population in the three southern provinces is 80%, while Buddhist and others comprise approximately 20% (Office Of The Special Educational Development Area for Southernmost Provinces of Thailand, 2008).
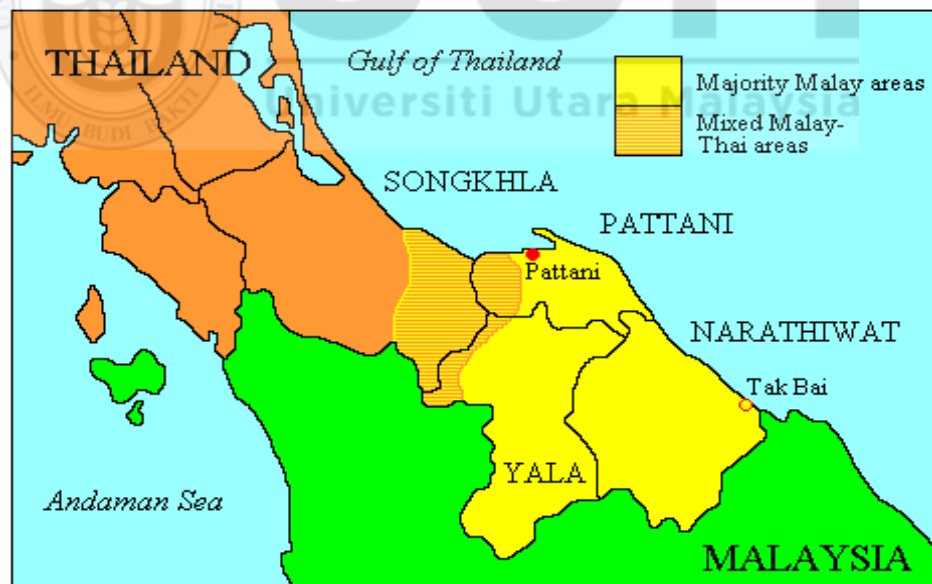
Figure 1.1. Map of the three southernmost provinces of Thailand

Figure 1.1 shows the areas of the three southern provinces of Thailand which share a border with Malaysia in the south. The uniqueness of students in these three provinces is their language. They use the Malay language to communicate among themselves and with teachers in class, especially in schools located in rural areas. Most of the secondary schools in these areas are private or religious schools. The majority of people tend to send their children to religious schools because their children can get both an academic and religious education (Chompucot, 2011). In relation to this, the researcher has chosen the Narathiwat Technical College as an area of study because this college is the biggest college in Narathiwat and it promotes success in both areas of academics and career development. Besides, the students come from different backgrounds. Narathiwat Technical College is located in Narathiwat. Most students who study in this college are Muslims and Buddhists who come from public and private religious schools in Pattani, Yala and Narathiwat provinces. They lack interest in learning English (Jehdo, 2009; Rattanayard, 2007). Furthermore, there is evidence that the performance of school students in the three southern provinces of Thailand is low compared to students' performance in the other parts of the country (see Table 1.1).

Table 1.1

Ordinary National Educational Test (O-NET) Results of Students at Secondary School Level in Percentage Nationwide, 2015

Area	Students participation	Mean scores
Nationwide	423,417	24.98
Central	86, 899	25.15
Eastern	28,827	25.47
Western	18,222	23.68
Northern	41,854	25.61
Northeast	136,921	21.94
South	60,134	23.44

Source: http://www.onetresult.niets.or.th/AnnouncementWeb/PDF/SummaryONETM62558.pdf

Table 1.1 shows the Ordinary National Educational Test (O-NET) results of students at secondary school level in percentage nationwide in 2015, as announced on March 21, 2016. The results indicate that performance of school students in the southern area of Thailand is one of the lowest (23.44 %) compared to the other areas in Thailand. The Thai government tries to improve the educational standards of schools in the said areas so that they can compete with the rest of the country, to face the challenges of a rapidly developing Thai society.

The researcher has chosen reading skills as the topic of study because reading is one of the important skills that should be improved in a small town like Narathiwat. Reading skills are also included in school placement tests, university entrance tests as well as for getting jobs. Many schools in this area lack reading materials and they also lack the opportunity to use technologies to support their reading activities. Therefore, the researcher integrates YouTube as an additional tool in teaching reading comprehension.

On some YouTube, students can read the subtitles as well as see the pictures for better understanding. In addition, YouTube is able to activate the background knowledge of the readers. The schema theory states that schema is background knowledge that helps readers to understand new information (Robinson, Katayama & Chun, 1996). However, if the information received does not match the reader's schema, the reader misunderstands the new information. The YouTube can be an effective tool to activate schemata which is stored in long-term memory, combining it with new information and then constructing meaning to enhance the reader's comprehension of the passage as YouTube presents both sounds and pictures (Mayer, 2010a). Utilizing YouTube as a tool to enhance English reading comprehension is a technique widely used abroad, but it is not widespread in Thailand (Hayikaleng, Nair & Krishnasamy, 2016). The researcher chooses YouTube as a tool in teaching and learning EFL because it provides both sounds and pictures which are authentic, resulting in better learning (Watkins & Wilkins, 2011). Besides, it also builds self-confidence in the learners as well as creating learner-centred environments (Brook, 2011). As a result, using YouTube for learning EFL is fun and increases students' motivation towards reading (Malhiwsky, 2010). Thus, the advantages of YouTube are of interest to the current researcher, to examine the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension lessons and motivation towards reading among Thai students, in order to develop English language proficiency among Thai students.

In addition, this study also deals with questions testing Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) during guided reading instruction, to increase reading comprehension skills and engagement in reading. Answering LOTS

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questions require students to remember, understand and be able to apply knowledge in daily life, while analysing, evaluating and creating are categorised under HOTS questions. Providing LOTS and HOTS questions is helpful because the students will watch YouTube or read the text related to the LOTS and HOTS questions given by the teacher. For example, when questions are asked about names and places in questions testing LOTS, the students will concentrate on names and places. Thus, the advantages of using YouTube are of interest in the current research. Therefore, YouTube or written texts with LOTS and HOTS questions might be used together in order to investigate the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation towards reading among Thai students.

1.2 Statement of the Problem

Reading is regarded as one of the important language skills for those learning English as a foreign or second language (EFL/ESL), for professional development and academic success (Dorkchandra, 2010). Therefore, reading comprehension is included in English examination papers of further education as well as in getting jobs. Research shows reading is regarded an important skill in Thailand. The Ministry of Education, Thailand (2013) reported that the English reading skills of Thai students are still poor. They scored low (21-40%) in English reading tests (Ministry of Education, Thailand, 2013). This shows that the reading skills of Thai students need to be improved. In relation to this, the researcher chooses reading skills as the topic of this study.

Unfortunately, the teaching of English reading comprehension in Thailand at primary and secondary school levels is still unsatisfactory because most Thai English teachers resort

to the chalk and talk method to carry out their lessons (Noom-ura, 2013; Shin, Brudhiprabha, & Surasin, 2014). Furthermore, there are always more failures in the compulsory English subject compared to the other subjects, especially in the area of reading skills (Khamkhien, 2010). However, it is really problematic for Thai students to achieve success in learning the English language because the medium of instruction in the classroom is mostly Thai (Mahimuang, 2005; Simpson, 2011). Suwanarak and Phothongsunun (2009) highlight two factors contributing to the failure of students in mastering English, namely the students' negative attitude towards English and teachers' employment of conventional pedagogy. At the same time, many schools in small towns such as Narathiwat have insufficient reading materials and they also have less opportunity to use technologies to support the English reading class, as mentioned earlier.

English has been taught as a foreign language in Thailand. Shin, Brudhiprabha, and Surasin (2014) state that in EFL countries like Thailand, students are only exposed to English in the classroom and most English classes are taught in the students' mother tongue (Bruner, Sinwongsuwat & Shimray, 2014; Choomthong, 2014; Khamkhien, 2010; Simpson, 2011; Mahimuang, 2005; Simpson, 2011). Besides, the Thai English teachers are still using traditional ways of teaching; the emphasis on grammar rules makes the learning of English uninteresting to students.

According to previous researchers (Chandavimol, 1998; Chiramanee, 1992; Kramut, 2001; Rattanayart, 2007; Tamrackitkun, 2010), there are many factors affecting teaching and learning EFL in Thailand. Subsequently, they have all arrived at the same conclusion, that is, a large number of Thai English teachers prefer to use the Thai language as the

medium of instruction to teach English. With the use of the Thai language together with traditional methods of teaching, studies by Mahimuang (2005) and Simpson (2011) claimed that Thai English teachers were not qualified to teach English. Moreover, the teaching methods employed by Thai English teachers to teach reading skills are inappropriate, that is the chalk and talk method is not very effective in improving the reading skills of Thai students (Tamrackitkun, 2010).

In these traditional methods students are asked to read aloud, sentence by sentence, explain vocabulary and difficult structures, translate the meanings and end with answering the teacher's comprehension questions (Kongkerd, 2013). However, most of the questions are LOTS questions which point directly to the text, rather than HOTS questions which need critical thinking skills. LOTS questions just require students to remember something they have just read or to mention a fact of knowledge that the text has presented. The English teachers do not attempt to challenge their students to use critical thinking (Alfaki, 2014). This being the case, the students are less capable at developing any skills other than LOTS which need nothing more than memorization of events.

The Thai English teachers also prefer to use LOTS questions in reading comprehension classrooms and in examinations. Hayikaleng, Nair and Krishnasamy (2016) stressed that most of the teachers in southern Thailand only used LOTS questions in their reading comprehension classes. Students were facing problems in answering HOTS questions. Moreover, teachers are placing over emphasis on grammar (Khamkhien, 2010; Rattanayart, 2007; Saengboon, 2002; Simpson, 2011), and focus on translation and memorizing vocabulary, all of which do not promote thinking skills (Chomthong, 2014;

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Kongkerd, 2013; Ravangvong, 2000; Thongsri, 2005). Nevertheless, the English teachers use the same methods of teaching repeatedly (Rattanayart, 2007). This way of teaching has been reported by Kongkerd (2013) as tedious and de-motivating.

In addition, the materials used by Thai English teachers are unable to fully engage students in the learning process, thus causing students to be unmotivated in learning English in the reading class (Chomchaiya & Dunworth, 2008). Moreover, the activities provided by English teachers in the reading class are not interesting (Chomchaiya, 2014). Besides, the classroom environment is not conducive or encouraging for the Thai students and does not motivate the students to gain appropriate skills from English reading lessons (Sawangsamutchai & Rattanavich, 2016). All these issues contribute towards poor English reading skills among students.

In addition, Thai English teachers have a very heavy workload. Most of them teach 16 hours or more per week and are given extra work related to general or administrative affairs of the school. They also teach students at different levels of proficiency and other subjects along with English. This scenario can affect English language teaching and leave inadequate time for the teachers to prepare learning materials (Rattanayart, 2007). They have less opportunity to adapt or prepare supplementary lessons and lesson plans. Teachers often have to teach all the topics in textbooks without any adaptation. As a result, students have to learn under the same method of teaching. Consequently, the quality of English language teaching is seen as unsatisfactory, especially in the area of reading skills. All these issues have encouraged the researcher to try and determine a new way of

teaching, to motivate students to learn English and help students to improve their level of English reading proficiency.

Students in these three provinces learn four languages; Thai, Malay, Arabic, and English. They believe that among these four languages, English is the least important to them (Jehdo, 2009). Students think they study English for the sake of passing the examination. Rattanayart (2007) reports that these students lack motivation and interest towards learning the English language and this greatly affects their English proficiency. Thai students spend 12 years studying English, from elementary to high school, but the Thais' English language proficiency is relatively low compared to people in their neighbouring countries (Noom-ura, 2013). There are serious problems concerning the standard of English language in Thailand. The 2010 Test of English as a Foreign Language (TOEFL) results showed that among 163 countries Thailand was ranked 116 for English proficiency.

The international average score for English proficiency was 80 but the Thai average score was 75, which was a little higher than the average scores of Cambodia, Laos, Myanmar and Vietnam. The Thai average score still remained the same, 75 in 2011 (Test and Score Data Summary for TOEFL, 2011-2012). According to the results of the English Proficiency Index (EPI) 2015, ranked under Education First (EF), Thailand was ranked 62 among 70 countries (see Table 1.2).

Table 1.2

English Proficiency Index 2015

Ranking	Country Names	Proficiency
12	Singapore	High
14	Malaysia	High
29	Vietnam	Moderate
32	Indonesia	Moderate
62	Thailand	Very low
69	Cambodia	Very low

Source: http://mediakey1.ef.com/__/~/media/centralefcom/epi/downloads/full-reports/v5/ef-epi-2015-english.pdf

Table 1.2 shows the English Proficiency Index 2015 among 70 participating countries. The results show only some of the ASEAN member countries participated in the English Proficiency Index 2015. Thailand was ranked 62 among the 70 countries, which is regarded very low and Thailand is the only country that recorded a significant decline (Education First, 2015). According to the results of the Programme for International Student Assessment (PISA) which was conducted by the Organization for Economic Co-operation and Development (OECD, 2015) administered every three years among 72 countries, Thailand was ranked 60 in English reading proficiency as depicted in Table 1.3.

Table 1.3

Results of Programme for International Student Assessment in 2015

Ranking	Country Names	Reading Mean Score
0	OECD average	493
1	Singapore	535
32	Vietnam	487
50	Malaysia	431
60	Thailand	409
67	Indonesia	397

Source: http://www.businessinsider.my/pisa-worldwide-ranking-of-math-science-reading-skills-2016-12/?r=DE&IR=T#4efXSmxpD2TvJM1Y.97

Table 1.3 shows the results of PISA in 2015 among 72 participating countries. These results show only some of the ASEAN member countries participated in PISA 2015. Thailand was ranked 60 out of the 72 countries. Based on the pressing problems elaborated above, researches were conducted mostly to find out the problem in teaching and learning EFL in Thailand (Chomthong, 2014; Hayikaleng, 2011; Jehdo, 2009; Rattanayart, 2007; Ravangvong, 2000; Simpson, 2011; Tamrackitkun, 2010; Thongsri, 2005). However, few researchers worked on ways to help students to improve their levels of English, as well as to find ways to motivate and make students interested in learning EFL, especially reading skills. Therefore, the researcher would like to integrate YouTube in teaching reading comprehension in order to examine the effects of using YouTube in comprehending reading texts.

Researchers in Thailand (Jaturongkachoke & Chanseawrassamee, 2013; Singhkhachorn, 2014) have conducted studies on using the YouTube. Both studies used quantitative data to study the effects of using YouTube on teaching and learning EFL. The present study uses the QUAN-Qual mixed method which is different from that used in the previous two studies. The two studies were conducted in Bangkok, which is a big city, and neither was conducted in a small town such as Narathiwat.

Due to the importance of English and the countless problems faced in learning and teaching English in Thailand, Thai English teachers need to play an important role to encourage and develop students' reading comprehension in order to help them increase their readiness in preparation for higher education. Therefore, the researcher intends to conduct this study by using technology in the form of YouTube in order to examine the

effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation among Thai students.

1.3 Research Objectives

The aim of this research was to investigate the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation among Thai students towards reading in English. The following are the objectives of the study:

1. To investigate whether there is a significant difference in achievement in reading comprehension (using LOTS questions) between the Experimental Group and the Control Group.

2. To investigate whether there is a significant difference in achievement in reading comprehension (using HOTS questions) between the Experimental Group and the Control Group.

3. To investigate whether there is a significant difference in achievement in reading comprehension (using overall questions) between the Experimental Group and the Control Group.

4. To investigate whether there is a significant difference in motivation towards learning English between the Experimental Group and the Control Group.

5. To explore students' perceptions of the utilization of YouTube/conventional method in learning reading comprehension.

6. To explore teachers' perceptions of the utilization of YouTube/conventional method in teaching reading comprehension.

1.4 Research Questions

The study attempted to answer the following research questions:

1. Is there a significant difference in achievement in reading comprehension (using LOTS questions) between the Experimental Group and the Control Group?

2. Is there a significant difference in achievement in reading comprehension (using HOTS questions) between the Experimental Group and the Control Group?

3. Is there a significant difference in achievement in reading comprehension (using overall questions) between the Experimental Group and the Control Group?

4. Is there a significant difference in the mean scores on motivation towards learning English between the Experimental Group and the Control Group?

5. What are the students' perceptions of the utilization of YouTube/conventional method in learning reading comprehension?

6. What are the teachers' perceptions of the utilization of YouTube/conventional method in teaching reading comprehension?

1.5 Research Hypothesis

A total of four research hypotheses will be tested in this study. The four null hypotheses are stated here at a significance level of 0.05:

1. There is no significant difference in the mean scores for reading comprehension (using LOTS questions) between the Experimental Group and the Control Group.

2. There is no significant difference in the mean scores for reading comprehension (using HOTS questions) between the Experimental Group and the Control Group.

3. There is no significant difference in the mean scores for reading comprehension (using overall questions) between the Experimental Group and the Control Group.

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4. There is no significant difference in the scores for motivation towards learning English between the Experimental Group and the Control Group.

1.6 Significance of Study

This study addresses the issue of pedagogical innovations in Thailand to enhance EFL learning outcomes in the area of reading comprehension among Thai students. The findings of this study will have a positive impact on EFL teaching and learning of reading comprehension currently used in classrooms, and the outcome of the study will contribute to teachers, students and English supervisors in enhancing teaching and learning of English among Thai students. The reading passages based on eight YouTube videos which were provided by the researcher can be used as models for teaching English reading by English teachers in the English classroom. It will also give teachers an additional tool to teach EFL reading comprehension. The use of YouTube will also be a means for teachers to attract students' interest and motivate them to learn in the English classroom. Besides, the English teachers would be encouraged to introduce YouTube websites as an alternative tool for teaching reading comprehension.

This study will provide valuable information and benefit the average and low proficiency students, whereby they will enjoy reading comprehension in the class as they will be more confident in comprehending the text. They will also gain more knowledge about the use of YouTube, which in turn will help them relate to the text. It will also motivate students to feel more interested to learn EFL because students can relate to the pictures and listen to the sounds.

This study will benefit the educational supervisors in Narathiwat province in organizing training courses to encourage English teachers to utilize YouTube in teaching EFL, as well as apply LOTS and HOTS questions in order to train students to think critically. The findings of the study will also provide crucial insight for English supervisors to evaluate the current state of teaching and learning English in order to improve the English language proficiency of teachers and students as a whole.

1.7 Operational Definition of Terms

The section below explains the operational definitions of the variables and terms used in the current study.

Reading Comprehension

Reading comprehension is the process of creating meaning by establishing a number of complex processes that include language, word reading, word knowledge and fluency (Cain, Oakhill, & Bryant, 2004; Fuchs, Hosp, & Jenkins, 2001; Paris, 2005; Perfetti, 1975, 1979, 2003). In this study, reading comprehension refers to the process of combining information from text and background knowledge of readers to construct meaning in order to comprehend the reading texts, using LOTS and HOTS. Bloom's Taxonomy Domain is used to measure reading comprehension. This taxonomy comprises six levels namely; remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001).

Lower Order Thinking Skills (LOTS)

Lower Order Thinking Skills (LOTS) are the foundation skills required and applied in the process of acquiring information, such as in listing information previously memorized and inserting numbers into previously learned principles (Newman, 1990). It needs to move into the higher order thinking level. LOTS applied in acquiring information include the skills of remembering, understanding, and applying. In this study, LOTS means the ability to remember, understand and apply information to comprehend the given text. LOTS questions are asked directly from the text. The researcher uses four LOTS questions in every passage for both the experimental group and the control group.

Higher Order Thinking Skills (HOTS)

Higher Order Thinking Skills (HOTS) refer to the ability to evaluate or operate information (Newman, 1990). HOTS involve the learning of complex critical skills such as critical thinking and problem solving. Some researchers think that "critical thinking" and "HOTS" are interchangeable. In this study, HOTS refers to the ability to analyze, evaluate and create information and meaning from the text. HOTS questions train students to think in depth and construct meanings because the answers are not directly in the text. Two HOTS questions are asked in every passage to both the experimental group and the control group.

YouTube

YouTube is a popular web video sharing site and one of the most common websites created in 2005. YouTube is increasingly being used by instructors as an educational resource, examples being from instructional videos to online space to share student

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authored content (Duffy, 2008). In this study, YouTube refers to a widespread web video sharing site which stores many types of videos to allow viewing by users. YouTube is an additional tool used by the teacher to teach reading comprehension to the Experimental Group. The researcher selected student-appropriate topics for the reading comprehension passages to be used by the Experimental Group namely; *How to Grow Paddy, Benefit of Urban Forest, What is OPEC?, Snake Catchers, Kota Kinabalu, History of Prasat Hin Phanom Rung, How to Relax Your Mind, and Silom Night Market.*

Motivation

Motivation refers to the inner force which drives a person towards a goal based on individual needs (Maslow, 1970). According to Cheng and Dornyei (2007), "motivation helps as the primary instrument to produce learning and later functions as an on-going driving force that helps to sustain the longer and usually laborious journey of mastering a foreign language" (p. 153). Motivation in this research refers to the satisfaction that the student derives from instruction received through the integration of YouTube in teaching and learning, in the English reading class. The motivation score is measured using the Course Instruction Survey by Keller (2010).

Conventional Method

Conventional Method refers to the use of 'chalk and talk' as the method of teaching. The teacher controls the learning situation. Students are regarded as having 'knowledge holes' which need to be filled with information (Novak, 1998). In this study, the conventional method refers to the traditional way of teaching, which includes static pictures to display information.

First Year Vocational Students

First Year Vocational Students refers to first year vocational students in Narathiwat Technical College, aged between 15-16 years, enrolled in the academic year 2015/2016.

1.8 Scope of the Study

This study investigates the effects of utilizing YouTube as a teaching aid in the application of LOTS and HOTS in reading comprehension and motivation to read among Thai students. Therefore, the study is limited to one district in Thailand. The populations in the study involves first year vocational students from four different major subject areas (Electronics, Mason, Information Technology and Accounting) comprising approximately 243 students. The researcher employed purposive sampling to select a group of students. Two groups were selected: 33 students majoring in Mason as the Experimental Group and 34 students majoring in Information Technology as the Control Group. Therefore, the findings cannot be generalized to all Thai EFL students as the current study deals with first year vocational students in Narathiwat Technical College only.

1.9 Organization of the Study

This thesis consists of five chapters. Chapter One provides an overview of the study that includes the background of the study, statement of the problem, research objectives, research questions, research hypothesis, significance of the study, operational definition of terms, scope of the study, the organization of the study and the summary.

Chapter Two provides three theories that guide the study: (1) schema theory, (2) Mayer's multimedia theory and (3) Keller's theory of motivation. This study also deals with

Bloom's taxonomy domain. It explains the six levels of thinking of Bloom's taxonomy domain that teachers use in teaching reading comprehension. In addition, the researcher discusses three main models of the reading process and reviews the relevant literature on reading comprehension, studies related to reading comprehension, reading comprehension among Thai learners, motivation, studies related to motivation in reading comprehension, information and communication technology in teaching English, the effectiveness of utilizing YouTube in reading comprehension and utilizing YouTube for teaching and learning EFL in Thailand. Finally, a theoretical framework and a summary are given.

Chapter Three presents a detailed description of the methodology employed in this study. It discusses the population and sampling, the research design, materials used in this study, the research instruments, the pilot study, reliability and validity, research procedures, data collection procedures, data analysis procedures, ethical issues, variables and research framework and ends with a summary.

Chapter Four reports the results from data collected and analyzed in this study, based on three measures: pre-test and post-test, questionnaires, and semi-structured interviews. This chapter is divided into four parts. First, the researcher reports the quantitative data which was collected from the pre-test, post-test, and questionnaires. Second, this section provides the qualitative data analysis based on the semi-structured interviews. Following this the results are summarized. Finally the summary is presented at the end of this chapter.

Chapter Five provides a summary of the study and discusses the main findings of both the quantitative and qualitative data, the contributions of the study and implications and

limitations of the study. Finally it includes recommendations for future research and the conclusion.

1.10 Summary

In conclusion, attempts to improve the learning process will be made with an emphasis on reading comprehension. Thai English teachers probably draw upon theories to help students to improve their skills as well as motivate students to learn English, especially reading skills. In relation to this, the researcher employs the use of LOTS and HOTS in questions during guided reading instruction to increase reading comprehension and engagement among students. Thus, the researcher embarks on this research which integrates technology into the teaching of reading comprehension in the English language classroom. Many researchers agree that YouTube can develop the process of learning (Alimemaj, 2010; Alwehaibi, 2015; Brook, 2011; Comac, 2008; Derewianka, 2008; Eldy & Sulaiman, 2013; Ghasemi, 2011; Ismail, 2011; June, Yaaco & Kheng, 2014; Malhiwsky, 2010; Nejati, 2010; Rennie, 2012; Seilstad, 2012; Shah, 2011). YouTube can be the right means to fulfil the needs of the learners. It can motivate students to learn more efficiently and productively. Previous studies have stressed that using YouTube as a tool for teaching and learning EFL is helpful. Therefore, this study will apply YouTube as a tool for teaching and learning English reading skills, to examine the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation to read among Thai students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews previous literature in order to obtain sufficient background information and to establish the aims and objectives of the study. The topics discussed in this chapter cover the following broad areas: reading comprehension, Bloom's taxonomy domain, models of reading process, schema theory, Mayer's multimedia theory, motivation, Keller's theory of motivation, studies related to reading comprehension, reading comprehension among Thai learners, studies related to motivation in reading comprehension, information and communication technology in teaching English, the effectiveness of utilizing YouTube in reading comprehension and utilizing YouTube for teaching and learning EFL in Thailand. A theoretical framework is given, followed by a summary. It also explains the six levels of thinking of Bloom's taxonomy domain that the English teachers might apply as a guideline for students while teaching reading comprehension. Moreover, the researcher also discusses three main models of the reading process, which explain the nature of reading comprehension among L1 and L2 learners.

2.2 Reading Comprehension

Reading comprehension is the process of creating meaning by organizing a number of complex processes that include language, word reading, word knowledge and fluency (Cain, Oakhill, & Bryant, 2004; Fuchs, Hosp, & Jenkins, 2001; Paris, 2005; Perfetti, 1975, 1979, 2003). Reading is one of the four main language skills for academic success

and professional development. As Shaywitz, (2003) specified, reading comprehension is one of the most significant domains in the education field, because it is the best predictor of success in higher education and job performance.

Reading comprehension is the process of organizing a number of complex processes between the readers and the text to build meanings. It requires the successful development of the bottom-up model of decoding at word level and phrase and sentence level, as well as the top-down model of predicting content and drawing on existing schemata to construct meaning (Anderson, 2003). In other words, reading requires experience, environment, schemata and teaching activities that guide students to learning success. Appropriate activities should be given by teachers based on age, ability and aptitude for learning. The teachers might provide activities for students to use the language automatically and activities that allow students to practice the language to communicate in real situations and conditions must be as close to reality as possible. Besides, it requires students to use English as much as possible. However, many Asian countries face problems in teaching reading comprehension, especially Thailand because the teachers prefer to use the conventional method to teach the language. For example, teachers may just assign the reading materials, ask the students to read and then evaluate their reading comprehension performance by answering the teacher's questions (Dorkchandra, 2010; Kongkerd, 2013).

According to Durkin (1978-1979) teachers regularly assign reading tasks to students and then test their reading comprehension, but seldom teach the reading methods needed by the students. As a result, this way of teaching sometimes lead to students' failure in reading

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comprehension. As stated by Ekwall and Shanker (1988), more than 90 percent of learners' reading failures can be blamed on the teaching methods employed by teachers. In other words, in teaching reading comprehension, the teacher might encourage students to express their ideas while learning reading comprehension, in order to train students to use higher order thinking skills, with teachers acting as helpers in this situation. Several studies have been conducted to promote questions utilising LOTS and HOTS in teaching and learning EFL (Khan & Inamullah, 2011; ALfaki, 2014; Remark & Ewing, 2015). Unfortunately, attempts at applying HOTS questions seems to be unsatisfactory because most Thai EFL teachers still use traditional teaching methods to teach English classes and place more emphasis on LOTS compared with HOTS in text comprehension (Hayikaleng, Nair & Krishnasamy, 2016). Bloom's Taxonomy is helpful for all teachers, especially Thai English teachers to use in teaching and learning EFL because this taxonomy can guide English teachers on the use of LOTS and HOTS in forming questions. The researcher would like to apply Bloom's Taxonomy Domain to guide the students while they learn English reading comprehension, in order to train the students in critical thinking skills.

2.3 Bloom's Taxonomy Domain

Bloom's Taxonomy is a classification of the different levels of cognitive skills that educators set for students (Taxonomy of Educational Objectives). Bloom's Taxonomy is one of the most well-known taxonomies in education. Several researchers have adopted this taxonomy for purposes of doing research. According to Bloom (1956), intellectual

kills are developed through a sequence of stages, from the basic level of thinking to the complex. Learning often develops upward through the levels (Mardigian, 2011).

There are three domains of learning namely: cognitive, affective and psychomotor domains. The cognitive domain involves the development of intellectual skills and knowledge (Bloom, 1956). This includes the memory or recognition of specific facts, procedural patterns and concepts that serve in the development of intellectual abilities and skills. There are six major types of cognitive levels, starting from the simplest to the most complex. Affective skills refer to attitude and performance. Our beliefs and values are combined with our cognitive component; thus, two components (affective and cognitive) give us our long range or persistent measurements for dealing with the world (Bootzin, Loftus, & Zajonc, 1983). While a person may have the ability to perform a task, that does not mean he or she will have the desire (attitude) to do so correctly. In other words, proficiencies give us the ability to perform, while attitudes give us the desire to perform. Attitudes change with various events in a person's life. These emotional changes also vary in length of time. Psychomotor skills denote expertise developed in the course of training and experience. It includes not only trade and craft skills acquired by apprenticeship but high-grade performance in many fields, such as professional practice, the arts, games, and athletics (Gregory, 1987, p715).

Within each of these three domains, Bloom's taxonomy domain is the most widely used today and it is easily understood. In relation to language courses, the context of thinking skills is said to be less emphasized (Waters, 2006) but current graduate education stresses on encouraging students to use higher order thinking skills to prepare students for the real

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world (Jaganathan, Pandian, & Subramaniam, 2014). Bloom's Taxonomy emphasizes six levels of thinking that students' undergo while learning or acquiring knowledge. The taxonomy used in this study is the revised Bloom's taxonomy (Anderson & Krathwohl, 2001), it is not the original taxonomy and it is related only to the cognitive domain. The six levels of thinking are as follow:

2.3.1 Remembering

Remembering is regarded as the lowest level of Bloom's Taxonomy Domain. It refers to information the readers receive. The learner simply remembers the facts so that he may recall them later. Traditionally, this level would refer to chalk and talk lectures, reading from the textbook and ending with answering questions from the textbook, which require LOTS (Kahn, 2014). Teachers are encouraged to ask questions at the beginning of a discussion in order to recall information by the learners and increase students' confidence and inspire them to further their learning by applying the knowledge they have. Key-word verbs to practice in remembering questions entail *choose, recall, select, define, match the name, show, list, locate, tell and write.* Questions at this level might be easy and direct, such as, "What is the definition of reading?" Appropriate activities at this level might consist of making a timeline of events or listing all the important details in a story (Mardigian, 2011).

2.3.2 Understanding

The understanding level is now moving towards a learner-centred learning paradigm that includes either facilitating students to understand the subject matter or allowing students themselves to express their ideas in terms of summarizing the information, making

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inferences, and paraphrasing in student's own words, instead of looking for a textbook definition directly (Kahn, 2014). At this level, individuals use the knowledge they have gained in order to create meaning and exhibit their understanding of the facts learned in the previous level. At this stage, key words to check for comprehension include *interpreting, classifying, explaining, summarizing, inferring, exemplifying, comparing, and rephrasing* (Ahmed, 2014). A teacher might ask LOTS questions to test their understanding, such as, "How would you summarize Kota Kinabalu in passage 5?" This question needs the reader to tell about his or her understanding of the passage.

2.3.3 Applying

At this level, the responsibility for learning is moving more to the students and requires higher level thinking skills of comparing things to what the individual has learned. Once learners understand "the facts" and are able to build their own meanings, they can begin to use their understanding and apply the knowledge they have attained then use the information to comprehend the passage. Key words that can be used to ask LOTS questions and activities at this stage may comprise *applying, developing, building, solving, choosing, interviewing, experimenting with and selecting* (Mardigian, 2011). A teacher can ask questions such as, "What examples can you find to show the benefits of urban jungle in passage 2?" For classroom activities at this level, the teacher asks the students to create new activities of their own.

2.3.4 Analysing

This stage encourages learners to talk and give ideas and explain the reasons why something has happened; they should be able to determine how basic parts are interrelated.

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The student also learns to separate material or concepts into component parts of facts and inferences, thereby enabling its organizational structures to be easily understood. To encourage students to analyse a text, a teacher can use key words to deal with HOTS questions, such as *analysing, interrupting, comparing, contrasting, drawing diagrams, criticising, differentiating, categorising, distinguishing, identifying, illustrating, inferring, outlining, relating, selecting, separating* (Seif, 2012). Sample questions include, "What is the relationship between Taj Mahal and Shah Jahan in passage 4?" As for potential activities, an educator could have students study an icon related to its colour or make a visual aid such as a flow chart or family tree, to show connections within the material.

2.3.5 Evaluating

After analyzing a topic, a student can develop and support an opinion; making decisions based on a set of criteria and standard through checking and criticizing the statements or ideas. This stage encourages students to express their reasons and rationale for answering the question "Why". Key words used to stimulate this type of thinking include *evaluate, assess, determine, defend, justify, recommend, opinion, perceive, prioritize, decide, prove, and influence.* For instance, a teacher may ask HOTS questions such as, "What is your opinion of growing tomatoes in a basket?" The learning activity divides students into two groups to organize a debate on a current and controversial issue. Each group has to prepare its case and then defend its position.

2.3.6 Creating

The final step of Bloom's Taxonomy Domain is creating. It promotes learners to practice HOTS and to create methods to initiate a new idea or model; combining elements to build a coherent whole or reorganizing elements into a new pattern or structure through initiating, planning or producing (Ahmed, 2014). At this level, key verbs to apply in HOTS questions include *predicting, building, improving, imagining, designing, proposing, creating, elaborating, maximizing, constructing, combining and minimizing*. Sample HOTS questions include, "Can you elaborate on the reasons why you say life in a city is better than life in a village?" The teacher encourages learners to use HOTS in order to create the thinking habit. These questions can motivate the learners to express their ideas and the teacher believes they have the ability of achieving HOTS. A teacher must also be familiar with his or her students because asking questions that are too complex may lead to failure. Figure 2.1 shows the six levels of Bloom's Taxonomy Domain.
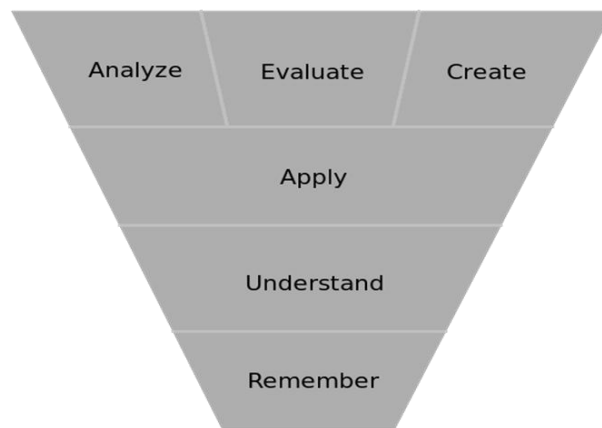
Figure 2.1. The Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001)

Many countries have brought about reforms in their curriculum by applying HOTS in their respective educational policies (Lin, 2011; Shaheen, 2010). Reading comprehension plays a major role in the process of teaching and learning a language. Students may not fully understand a given text if they do not read critically and proficiently. Textbooks and reading passages might emphasize reading comprehension strategies and guide students to read critically. Some students focus more on word accuracy rather than comprehension while they are reading. They can only understand what they read at the literal level. Some students find it difficult to read between the lines to understand the passages and the intentions of the writer (Fisher, 2005). As a result, students might be encouraged to give ideas about what they read and relate the contents to their own experiences. Bloom's Taxonomy Domain is helpful in guiding students in this process.

According to Bloom's Taxonomy Domain, remembering, understanding and applying are categorized under LOTS while analyzing, evaluating and creating fall under HOTS. Hayikaleng, Nair and Krishnasamy (2016) state that most of the teachers in the three southern provinces utilize LOTS questions rather than HOTS questions and students are also familiar with the style of learning employing LOTS. This leads to a lack in critical thinking and subsequently unsatisfactory learning of EFL, especially in reading comprehension. In this study, the researcher uses four LOTS and two HOTS questions for every comprehension passage. A total of six passages were used in the pre-test and the post-test to gauge students' ability to answer those questions.

2.4 Models of Reading Process

Reading is a thoughtful process of looking at and understanding written language (Williams, 1998 in Kalindi, 2005). Barnett (1989) stated that there are three main models of reading process. A variety of cognitive models have been created by researchers to support the process of teaching and learning reading comprehension skills (Broek, Young, Tzeng, & Linderholm, 1999; Cromley & Azevedo, 2007; Graesser, Singer, & Trabasso, 1994; Kintsch & Van Dijk, 1978; Kintsch & Rawson, 2005). The three main models are the bottom-up, top-down and interactive models. These models explain the nature of reading comprehension among L1 and L2 learners. Current reading research claims that L1 and L2 readers use a similar cognitive process when they learn reading comprehension (Eskey, 2005; Grabe, 2004; Nunan, 1999; O'Donnell & Wood, 2004). Therefore, in this section, the three reading models are described.

2.4.1 Bottom-up Reading Model

The bottom-up processing model is the first and the oldest approach to a traditional view of the reading process (Hirotaka, 2002). This processing develops from the smaller units of text to the larger units of it (Carrell, 1988b; Frehan, 1999). This reading model was introduced by Gough (1972) who claimed that reading is a process of interpreting the text letter-by-letter. In other words, the learner reads a text by means of focusing on the printed letters and words, then goes through the sentence and builds up the meaning. Reading is determined by the bottom-up processing of visual information (Dambacher, 2010).

Though this model is useful, researchers (Chen, 2002; Johnson, 2001) do not support it because of several reasons. Firstly, this process of reading contributes to slow reading and

readers easily forget what they have read due to short-term memory overload (Adams, 1990; Nunan, 1993, 1999; Nuttall, 1996). According to Day and Bamford (1998), comprehension will be less satisfactory if the reader cannot keep a sentence long enough in the short-term memory. Secondly, the information contained at this level cannot interrelate with higher levels of information (Rumelhart, 1977). Though the bottom-up reading process has been criticized as having covered only unilateral aspects of the reading process, it still has a great deal of contribution to reading research (Adams, 1990; Alderson, 2000; Lipson & Cooper, 2002; National Reading Panel, 2000). This model is still helpful for beginners of reading because it serves to make them feel confident in the next step of reading. This model deals with Bloom's Taxonomy Domain at the level of LOTS. This reading process is widely used by teachers in Thailand, especially in rural areas because the model is more concerned with teacher-centred learning.

2.4.2 Top-down Reading Model

This model is the opposite of the bottom-up model because it retrieves information from brain to pass to text (Eskey, 2005). It places emphasis on the reader's background knowledge brought to the reading task and to comprehension (Nelson, 2010). The main attribute of this model is that the reader depends more on existing knowledge rather than textual information; what readers bring to text is more important than what the text brings (Hayes, 1991; & Smith, 2004). While reading, the readers match the text information with their existing knowledge structure (Carrell & Eisterhold, 1983) and then construct meaning. Readers' predictions and schemata play a significant role in their reading (Chinwonno, 2001). The top-down reading model has a great deal of influence on both L1

and L2 teaching, especially in promoting readers' predictions, guessing from context and getting the main ideas (Dorkchandra, 2010).

Top-down processes can affect perception at virtually every level (Bar, 2007; Enns & Lleras, 2008; Gilbert & Sigman, 2007; Kveraga, Ghuman, & Bar, 2007). It is undeniable that the top-down process plays an important role in language comprehension. Goodman (1970) points out that reading is a selective process. It is associated with language cues selected from perceptual input based on the reader's expectations before it is transferred to the medium-term memory. If there is a good fit between what is read and what is stored in long-term memory, meaning is achieved. If there is a mismatch between what is stored and what is read, the reader may regress to the related mismatch and fail to understand the text. The top-down model is actually a whole-language teaching method, in which readers focus on the context and try to construct meaning in the text (Treiman, 2001). Teaching top-down skills can assist students to read actively or interact with text. In addition, top-down models highlight how higher-level cognitive processes interrelate and control the flow of information to the lower-level processes. This model is related to Bloom's Taxonomy Domain on the level of HOTS. This approach is highly recommended to encourage learners to use critical thinking skills.

2.4.3 Interactive Reading Model

The Interactive model refers to the two modes of interaction between LOTS and HOTS, and the interaction between text and reader. The two modes are essentially inseparable. Some researchers have claimed that success in comprehension is a result of the interaction between both the bottom-up and top down processes. While reading,

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readers actively combine the bottom-up process, that is, the ability to decode and recognize words and grammatical forms with the top-down process of using background knowledge to predict and confirm meaning (Grabe, 2004). Comprehension is thus the result of meaning construction, not just the transmission of graphic information to the reader's mind (Rumelhart, 2004).

Rumelhart (1977) described how these three types of processing work in trying to comprehend a text; the reader is at the bottom-up mode when she or he relies primarily on textual information, and she or he is at the top-down mode when she or he focuses primarily on what is already known. Readers interact with the text to produce meaning as their mental processes work together at diverse levels (Carrell, Devine & Eskey, 1988; Rumelhart, 1977). Reading comprehension can be the result of readers decoding language to thought and it is commonly associated with the skill to read and to build meanings as well (Fielding & Pearson, 1994). Therefore, the interactive model for teaching and reading refers to the dynamic relationship between the bottom-up and top-down processes, between decoding and interpretation and between reader and text. In relation to all three models, that is the bottom-up process, top-down process and interactive process, McRae (2012) presents the relationship among these three models. Figure 2.2 presents a very simple way of understanding the interactive model.
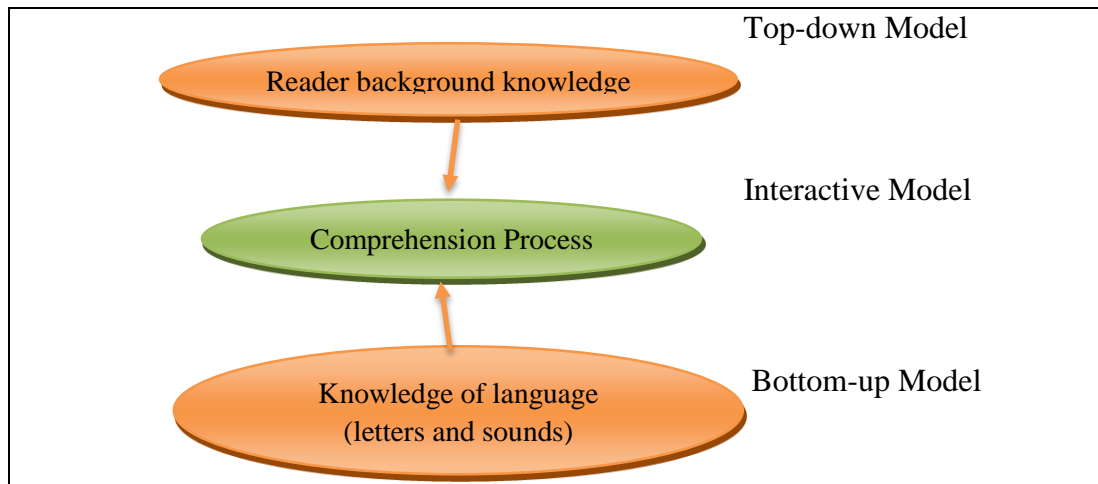
Figure 2.2. Interactive approach of reading (Adapted from McRae, 2012)

Figure 2.2 describes the interactive approach of reading. The model shows that reading comprehension would occur in L2 context when readers allow interaction between the bottom-up and top-down models. First, the readers begin to decode the letters at word level and syntactic features of text. They read texts by way of focusing on linguistic forms at the word and sentence levels; this is called the bottom-up model. The second step consists of readers' background knowledge of text structures and this is known as the top-down model. Thirdly, these two models interact with each other to enable comprehension of the text and this makes up the interactive model of reading (McRae, 2012).

From the three models mentioned above, it can be seen that different theories look at different aspects of reading, with differing but relevant points. Different models contribute in different ways to readers' understanding of the reading process (Chiramanee, 1992). Therefore, the implications for helping EFL students to be able to read might need different components to be taken into consideration, depending on contexts of

learning, types of reading materials and readers' background knowledge. Subsequently, in teaching and learning reading comprehension, the Schema Theory will be introduced.

2.5 Schema Theory

Piaget (1952) defined schema as an organized pattern of thinking used to define experiences as a scheme (Piaget, 1952; Shaffer, 2003). Cognitive scientists use the term schema to explain how prior knowledge is used to understand, establish and store new information in human minds (Gillani, 2010; Vacca & Vacca, 2005; Zhang, 2010). This mental framework is constructed based on our daily experiences and routines. Based on the schema theory, all knowledge or schema is structured into units in which information is stored. Schema then is a generalized account or a conceptual system for comprehending knowledge, how knowledge is embodied and how it is applied. Schema theorists postulate that schema or background knowledge helps in the processing and organizing of new information for future understanding (Robinson, Katayama & Chun, 1996). In other words, when readers read a text there will be a process of connecting background knowledge with new information in order to construct meaning and comprehend the text. However, if the information received does not conform to the existing schema, the information cannot be processed accordingly. As a result, when new information does not match the reader's schema, the reader misunderstands the new information, ignores it or does not understand it. The Schema theory specifies that key words and concepts are presented to the reader through the text and information is ready to be transferred, from long-term memory to short-term memory and to be used during reading to relate to the text and form an understanding of new information (Pressley, 2003; Schallert & Martin, 2003).

Rumelhart (1980), a well-known theorist on schema, described three possibilities which can cause comprehension breakdown when reading a text. Firstly, he said that the reader may totally lack the schema to comprehend the text, in which the reader just cannot understand what is being read. Secondly, the reader may have adequate schema but is not able to activate his schema due to insufficient clues provided by the author in the text. As a result, the reader may only have a partial understanding of the entire reading text. Thirdly, the reader is able to understand the text in a consistent way but diverts from the actual intentions of the author that is, the reader thinks that he has understood the text but actually misunderstands the author's true intentions.

Carrell (1988b) concluded that learners might face reading problems if they are unfamiliar with the texts because new concepts, new ideas and new information are only meaningful when they can be related to something the readers already know. Spiro (1980) argued that there is a relationship between background knowledge and new information. In other words, new information acts as an instrument to activate schemata in the readers' minds. Background knowledge alone is not enough to confirm comprehension unless the new information matches with the background knowledge for the construction process to take place in order to give meaning.

According to Al-Issa (2006), students may fail to comprehend the text materials if they are unfamiliar with the topic of the text they are reading. Consequently, teachers should consider this as a criterion in selecting reading materials. As Krashen (1993) mentions, selecting a topic according to the learner's interest is important because the reading itself will help the learners understand and be able to comprehend the text easily. In other words,

familiar topics can help students to fit and recall their background knowledge fast. An (2013) also stresses that reading comprehension can be affected if there is no interaction between background knowledge and the information in the reading text.

Yousef, Karimi and Janfeshan (2014) conducted a study on the relationship between cultural background and reading comprehension. The aim of the study was to investigate the relationship between cultural background and reading comprehension skills of Iranian EFL students. The participants of the study consisted of 45 Iranian students of three different ethnicities from different provinces, majoring in TEFL and English language translation. The results showed that students' mean scores on using familiar reading test contents were higher than their mean scores on using unfamiliar reading test contents. In other words, the teacher might select a topic which is familiar to the learners in order to help them understand the reading text easily.

Al-Jahwari and Al-Humaidi (2015) conducted their study on prior knowledge in EFL reading comprehension, entitled '*Omani Teachers' Viewpoints and Classroom Strategies'*. The samples were 112 teachers. The results revealed that teachers' guide books offer little help on how to cope with prior knowledge activation through a wide range of techniques. The findings also claim that familiarity of texts is helpful in activating students' prior knowledge. On meeting the standards, the teacher might take into consideration that the text chosen by the teacher should be related to students' experiences in order for them to comprehend the text easily.

Ajideh (2003) and Manjulatha Devi (2010) explain that schemata can be activated in two ways: Firstly, the incoming information is related to the background knowledge that is already available in the memory. This new information is merged with the existing knowledge, which is then modified or expanded. Secondly, the incoming information is totally new and it is not available in the memory. In this case completely new schema is formed.

Karuppiah (2012) carried out a comparative study of using the schema method, STAD method and conventional method to teach short stories. The researcher employed a quasi-experimental design and the study was conducted over 14 weeks. The findings indicated that among the three methods, the schematic method had a significant effect on the pupils' achievement and retention of knowledge. The schematic method was also the most effective method in the formation and retention of attitudes towards reading and comprehending short stories.

Mahmood, Nikoo and Bonyadi (2013) carried out their study on the role of schema activation and graphic organizers in increasing learners' reading comprehension skills among Iranian EFL students. The aim of the study was to use graphic organizers and schema to show their direct effect on improving Iranian EFL learners' reading comprehension skills. The samples were 63 female students from Ganje Daneshpazhohan English institute in Tehran, Iran. The findings showed that using graphic organizers and schema activation strategy helped to improve reading comprehension skills among Iranian EFL learners.

Sabatin (2013) investigated the effects of cultural schema on learners' achievement in reading comprehension. The samples were 60 first year students majoring in English at Hebron University, Palestine. The results revealed that cultural background knowledge helped the students to comprehend the text. This study showed that background knowledge plays an important role in enhancing reading comprehension skills. Therefore, appropriate reading topics which are relevant to the students are important to activate the learners' background knowledge in order to understand and comprehend the reading text.

Widmayer (2005) also argued that readers cannot understand a text if it does not match their schema. Comprehension is affected when the text they are reading has totally different cultural settings and foreign experiences that are not in the mental framework of a reader. Winn (2003) explains that the schemata is dynamic and can be changed through general experience or instruction. In other words, the schema is seen to be flexible and can be adopted as well as adapted with new information.

Based on these research findings, it can be concluded that schemata is important to help readers match information with the reading text to construct meaning and comprehend the text. Therefore, in a reading class, the teacher plays an important role in bridging the gap between new information and existing schemata to enhance text comprehension. Previous studies did not integrate YouTube in teaching and learning English, to activate the schemata of the learners. In this research, the researcher uses YouTube as an additional tool to enhance students' schemata on related topics to help them to activate the right schemata in comprehending the texts. The YouTube is seen here as an element of Mayer's multimedia theory.

2.6 Mayer's Multimedia Theory

Mayer and Moreno (2003, p. 43) defined multimedia instructions as *"presenting words and pictures that are intended to foster learning. The words can be printed or spoken. The pictures can be static or dynamic".* In other words, the combination of words and pictures are used in multimedia presentations to promote meaningful learning. The present study has adopted Mayer's Cognitive Theory of Multimedia Learning (Mayer 2010a). Mayer's model of multimedia learning explains that when an individual reads a text, he uses both verbal and pictorial channels in his working memory to process new information. Using both channels helps to process greater amounts of input to activate schema and these inputs are integrated with existing information within the long term memory to construct meaning. The cognitive theory of multimedia learning was propagated by the work of Mayer and other cognitive scholars who argued that the human brain can learn effectively through multimedia (Sorden, 2012). People learn more effectively by integrating both pictures and words than from pictures or words alone, which are mentioned in the multimedia principle (Mayer 2005a). Multimedia scholars generally define multimedia as the combination of pictures and texts and suggest that multimedia learning arises when individuals create mental representations from these pictures and words (Mayer, 2005b). The words can be written or spoken and the pictures can be any form of graphic imagery including photos, animation, illustrations or videos (Sorden, 2012). Thus the Multimedia instructional design attempts to use cognitive thinking to combine words and pictures to increase effectiveness in learning.
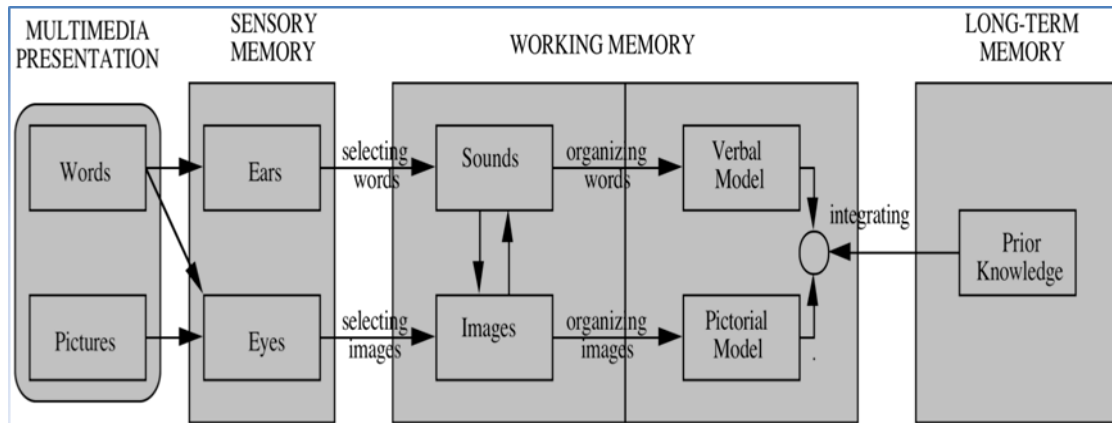
Figure 2.3. Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2010a, p. 543)

The flow chart in Figure 2.3 shows Mayer's cognitive theory of multimedia learning (Mayer 2010a). He explains that there are five forms of representation of words and pictures that happen as information is processed by memory. Each form symbolizes a specific position of processing information according to three memory store models of multimedia learning. The first stage is the words and pictures presented by multimedia itself. The second stage is the acoustic (sounds) and iconic representation (images) involved in sensory memory. The third stage is the sounds and images existing in working memory. The fourth form of representation is the verbal and pictorial models which are also found in working memory. The fifth stage is prior knowledge, or schemata, which are kept in long-term memory, which then interact with new information selected by working memory to create meaning (Mayer, 2010a). From Mayer's model, we can expect at least three possible ways to help learners understand the text when the readers have problems with type style, namely (1) when the text provides insufficient details to serve the reader to select information, (2) when the readers are not able to arrange the information into verbal or pictorial models, and (3) when the relationship of things do not

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make common sense or the questions are irrelevant to the text as it is intended to help the reader understand the meanings in the text (Mayer, 2003). Based on the facts from the multimedia theory, it can be concluded that using pictures and words help learners to increase the attention spent on the information and enhance learning of reading comprehension (Hudock & Warden, 2001; Mayer, 2010). In order to meet the standards and improve reading comprehension, the researcher utilised YouTube in the teaching and learning of this skill. Besides, motivation is regarded as an important factor in learning EFL. The teacher also plays an important role in motivating students and making students interested in learning English and acquiring reading skills.

2.7 Motivation

Motivation has been recognized as one of the key factors that affects English language learning (Gardner, 1985). There are many definitions of motivation especially in language learning. Harmer (1991, p.3) defined the meaning of motivation as the internal drive that pushes individuals to do something. On the other hand, Parsons, Hinson and Brown (2001) defined motivation as an important component which assists in the learning process. Learning is enhanced through motivation. Learning leads to a gain in knowledge and skills, while motivation encourages and pushes a learner to go through the learning process. Therefore, to be successful in learning English reading skills, learners need to have motivation. In other words, it can be argued that to gain success in learning English, particularly in learning English reading comprehension skills, learners need to have strong motivation.

For many years the Thai Government has accepted the fact that English language is important and wanted the Ministry of Education to develop an English language educational system by following the global trend (Office of the Education council, 2006). Furthermore, the Ministry of Education has placed great emphasis on the value of teaching and learning English in the Thai educational system (Watcharajinda, 2009). However, even though the government has put in effort to improve the English teaching system, the level of English competency or proficiency among Thai students still remains low (Prapphal, 2001; Wiriyachitra, 2002; Kongpetch, 2004; Forman, 2005).

In the literature review various factors have been identified as main reasons for the low English proficiency among Thai students, which include pedagogical perspective approaches (Bunnag, 2006; Forman, 2005; Kongpetch, 2004) and lack of motivation to learn a foreign language (Srikrai, 2008). Therefore, the Thai government has identified the educational needs of Thai students and put in efforts to improve their English proficiency (Wongsothorn, Hiranburana & Chinnawong, 2003). The Thai government has made efforts to improve English skills among Thai vocational and technical education students but the outcome does not reflect improvement. Thai students undergoing vocational and technical education face serious problems due to their lack of interest in learning English and also due to the methodology used to teach English (Choosri & Intharaksa, 2011).

The Office of Vocational Education Commission documented that the students in Vocational and Technical colleges are poor in English proficiency with limited ability to speak, read, write and understand the English language (The Office of Vocational

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Education Commission, 2008). In addition, it was further noticed that Thai technical students are weak in all four skills (speaking, reading, writing and understanding). They do know the importance of English language for their future career but they have low or little motivation to learn English (Boonrangsri, 2004). Their low motivational levels lead to poor English skills and lack of proficiency.

In literature, motivation is identified as a key factor that determines the success and failure of learning a second language. Spolsky (1990, p. 157) asserted that students who are highly motivated are likely to pay more attention to a certain learning task than students who are less motivated. Motivation is a continuous process that enhances an individual's desire to learn. Moreover, motivated teachers always put in effort to motivate and engage the students to learn more effectively. Subsequently, highly motivated teachers spend more time on preparing their lessons and delivering their lessons in an innovative way, based on the needs of their students. In this way, teachers not only deliver the desired knowledge to students but are also successful in maintaining a motivating learning environment for learning. This study proposes that by using Keller's theory of motivation students can be motivated to learn effectively.

2.8 Keller's Theory of Motivation

Motivation, according to Maslow (1970), is the inner force which drives a person towards a goal based on individual needs. Motivation is important in teaching and learning. It plays a major role in mastering any target language learning (Dornyei, 2005; Celce-Murcia, 2001). Paris and Oka (1986) defined motivation as the will and skills to learn; Heckhausen (1991) called it goal-directed behaviour and Pintrich & Schunk (2002) term it as

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willingness which causes learners' purposeful attempts to reach a goal (Snow & Farr, 1987). Overall, motivation is a psychological process which leads learners to struggle to achieve a goal (Lee, 2012). In other words, motivation in learning can be observed from learners' performances such as learners paying attention in class in order to fulfil their goal (Pintrich & Schunk, 2002).

One of the greatest predictors of student success in learning is student engagement and motivation in academic tasks (Fredricks, Blumenfeld, & Paris, 2004; Guthrie & Wigfield, 2000). Further, as mentioned by Gambrell (2011), *'if students are not motivated to read, they will never reach their full literacy potential'* (p. 172). According to Gambrell, engaged readers are intrinsically motivated, have schemata (understanding), have strategies and are socially interactive with their classmates and teachers in their reading material selections. Wigfield and Guthrie (1995) explained that students have different motivation in different skill areas. For reading motivation, there are three main categories; firstly, competency and reading efficacy deal with motivation related to reading confidence, reading challenge, and reading work avoidance. Second comes achievement values and goals which are concerned with intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to internalized goal setting based on the tendency for inward satisfaction such as reading involvement, reading curiosity, and importance of reading. Extrinsic motivation refers to goal setting for external reasons such as reading recognition, competition in reading, and reading for grades (Ryan & Deci, 2000). In other words, when the reader reads the text for enjoyment and interest in the reading topic, it is called intrinsic motivation. Extrinsic motivation happens because of reward after the reader reads the text, such as receiving good grades or getting a good job and a good salary in the future.

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Thirdly, social aspects of reading are related to social reasons for reading and reading compliance (Lee, 2012). In relation to learning, motivation to learn depends on a learner's personality, learning styles and learner's perception of what is being learned (Keller & Burkman, 1993). Therefore, the responsibility of English teachers to motivate students to learn English reading skills is concerned with motivation instruction, effective teaching materials and delivering them well in class (Keller & Burkman, 1993; Keller, 1999). This study deals with Keller's theory of motivation (1983) which involves attention, relevance, confidence and satisfaction (ARCS) model. The principles embedded in this theory are as mentioned by Keller, 1979:

> In brief, we can say that in order to have motivated students, their curiosity must be aroused and sustained; the instruction must be perceived to be relevant to personal values or instrumental to accomplishing desired goals; they must have the personal conviction that they will be able to succeed; and the consequences of the learning experience must be consistent with the personal incentives of the learner (pp. 6-7).

The principles mentioned above define the elements of ARCS which are compulsory to support students' intrinsic and extrinsic motivation (Keller & Suzuki, 2004). The first element is "Attention" which refers to using various techniques in eliciting and sustaining students' attention in class (Keller, 2008). In this research, YouTube will be utilized to attract students' attention. Next is "Relevance" wherein the lesson must be compatible with the students' goals, interest and proficiency levels, as well as connected with students' past experiences (Keller & Suzuki, 2004). In this study, the teaching aids applied in each lesson are selected according to students' proficiency levels and are used to relate to their experiences. Then, "Confidence" is the element which makes the learners believe they can understand and succeed in the learning task (Keller & Suzuki, 2004). The first

three elements *'establish the motivation to learn'* (Keller & Suzuki, 2004) but the last element, "Satisfaction" refers to students' pleasant experiences during the learning process (Keller, 2008). If all the conditions (ARCS) are met, then students most probably have a high motivation to learn. Motivation undeniably is an important factor in the learning of foreign languages. With reference to meeting the standard, every EFL teacher searches all the time for different ways of teaching, to increase students' motivation. In relation to this matter, the Thai English teachers also look for appropriate teaching methods to teach their students in order to increase their students' motivation. Therefore, in this study, the use of YouTube to motivate the learners in the reading class will be given due attention. The researcher carried out a survey using Keller's instrument to gauge students' motivation towards learning English after being taught using YouTube and the conventional method.

2.9 Studies Related to Reading Comprehension

Goodman (1967) explained that reading is a guessing game, where readers read the text to understand the meaning. It is an active mental and cooperative process that interconnects between the reader and the text. Reading is an activity which involves interpreting ideas and comprehending that text available to readers in written or printed page (Iqbal1, Noor, Muhabat, & Kazemian, 2015). Reading is one of the compulsory language skills for those learning EFL or ESL for professional development and academic success (Dorkchandra, 2010). Although reading is crucial and has been highly promoted, reading skills in many countries still face problems as can be seen from previous studies. To establish successful reading, appropriate reading strategies, authentic teaching materials and innovative pedagogical approaches should be adopted (Gilakjani & Ahmadi,

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2011; Khanam, Zahid, & Mondol, 2014). In other words, reading requires experience, schemata and teaching activities that influence the students' learning abilities. In this essence, the teachers should provide appropriate activities based on students' age, ability and aptitude for learning, and requires the students to use English as much as possible. Moreover, vocabulary knowledge has been found to be one factor that affects the reading comprehension abilities of the learners.

Chou (2011) presented an article on the impact of vocabulary knowledge and schema on the reading comprehension of Taiwanese EFL students. The purpose of the study was to investigate the effects of vocabulary knowledge and schema in an EFL reading comprehension test. The samples consisted of 159 college students in Southern Taiwan. The findings provided empirical evidence that those who had vocabulary knowledge scored higher marks in the reading comprehension test as compared to those who relied on the schema. The study tried to show that vocabulary is one of the best predictors of success in reading comprehension. Based on the results, it can be concluded that those who have high vocabulary knowledge will also have strong reading comprehension skills, while those with less vocabulary knowledge may not be able to comprehend the reading text easily.

Furqon (2013) studied the relationship between students' vocabulary mastery and reading comprehension. The samples in this study consisted of 34 second grade students in Indonesia. The vocabulary mastery and reading comprehension test was used to assess their level of vocabulary mastery and reading comprehension. The results of the correlation analysis indicated that there was a strong relationship between students'

vocabulary mastery and reading comprehension.   It was further seen that vocabulary mastery helped students to comprehend the text in a more effective way. Moreover, Daneman (1991) highlighted that readers should know most of the words mentioned in the text in order to comprehend the text. Rupley (2005) and Sadoski (2005) further emphasised that vocabulary plays a very important role in the development of reading and reading comprehension skills.

Literature has shown a strong impact of vocabulary knowledge on the reading comprehension of learners. Without knowledge of vocabulary, readers might not be able to understand the underlying meanings in the passage. As per cited literature and ministry report, most Thai students face difficulties in comprehending the English text due to their poor English vocabulary.   Moreover, pedagogy used in delivering the materials to students has also been reported as an important aspect that can improve the reading comprehension of students. It is proposed that using Bloom's taxonomy questions can be helpful to comprehend reading passages because students follow the scope of questions guided by teachers. The aim to give questions to the students before they read the passages allows students to be active and engaged with the reading text. The questions used might begin with some LOTS questions and then develop to HOTS questions.

Khan and Inamullah (2011) conducted their study on LOTS and HOTS comprehension questions at secondary level. The aim of this study was to examine the use of Bloom's taxonomy questions asked by teachers while teaching at secondary level. In addition, this study also examined the ratio of asking LOTS and HOTS questions. The participants were 20 teachers teaching at the secondary level from Working Folks Grammar School and

College Peshawar, Pakistan. The findings of this study showed that LOTS questions were frequently asked by the teachers as compared to HOTS questions. The findings of this study is in line with the findings by Kusuma, M., Rosidin, U., Abdurrahman and Suyatna, A. (2017) who asserted that PISA results show that the Indonesian students' ability in using HOTS is low because the students are less trained in using HOTS questions. It can be argued that a right combination of HOTS and LOTS questions can be more effective to support reading comprehension.

In addition to that Alfaki (2014) carried out his study on the Sudan English language syllabus by evaluating reading comprehension questions based on Bloom's Taxonomy. The questions were based on nine texts from textbooks focused on SPINE 3 which were taught to grade 8 students at a basic level in North Sudan. The findings showed that 89.5% of the questions in the sample belonged to the LOTS order, 59.2% of which related to 'remembering' and 30.2% related to 'understanding'. The study commends that the comprehension questions in SPINE3 should be modified as well as the comprehension questions and activities in the new English textbooks should conform to Bloom's taxonomy questions. The questions and activities should aim at developing both LOTS and HOTS questions. This study is congruent with the study by Khorsand (2009) who mentioned that the most dominant question types used by Iranian teachers was LOTS questions; at the knowledge level being 54.21%, followed by Comprehension level at 38.74%. On the other hand, HOTS questions which were related to Analysis, Synthesis, and Evaluation comprised 0.47%, 2.33% and 1.39% respectively. The results showed that Iranian EFL teachers mainly taught and tested the students in LOTS rather than HOTS.

Remark and Ewing (2015) examined the use of HOTS questions to increase students' achievement in reading comprehension. The impact of asking students HOTS questions was tested with guided reading instruction to increase reading comprehension and engagement. The samples of the study were eight students from a second and a third grade classroom. The findings showed that over the period of time students' comprehension ability improved and they were able to comprehend the text. In line with this study, the researchers encourage teachers to introduce HOTS questions to guide students during reading to get them to engage with the text and train EFL students to think critically.

In general, both textbooks and examination papers mostly deal with LOTS questions which do not promote critical thinking skills. On the other hand, the new curriculum encourages students to use HOTS to improve reading comprehension. In classrooms, asking questions is one of the most frequently engaged teaching methods. Questioning is accepted by teachers as an important tool used for assisting learners to construct meaning and understanding as well as to encourage learners to think about the material that has been given to them. However, teachers might not place over emphasis on LOTS questions because these questions only serve to build students' confidence. Therefore, teachers need to develop their questions and activities to move from LOTS to HOTS in order to activate students' schema and train students to use thinking skills for meaningful learning.

Fahim and Sa'eepour (2011) conducted their study on the effects of teaching critical thinking skills in reading comprehension to Iranian EFL Learners. The samples were 60 intermediate learners, divided into two groups, the control group and the experimental group. The purpose of the study was to investigate the effects of teaching critical thinking

skills in students' reading comprehension and the effects of applying discussion on the critical thinking process of EFL learners. The findings revealed that there was a positive correlation between language efficiency and critical thinking ability. Moreover, the findings also showed that teaching critical thinking skills or teaching HOTS in EFL context can significantly improve students' reading comprehension.

Almost all teaching and learning processes involve reading activities. Though reading is regarded as an important skill, many students experience difficulties in comprehending the reading text (Al-Issa, 2006; Al-Jwhwari & Al-Humaidi, 2015; Chou, 2011; Furqon, 2013; Mahmood, Nikoo & Bonyadi, 2013; Sabatin, 2013; Karuppiah, 2012; Yousef, Karimi & Janfeshan, 2014). This is due to several factors as mentioned earlier. English teachers might also consider using authentic materials to improve students' reading comprehension. Some studies indicate that the use of authentic materials helps students to understand the texts easily (Hatimah, Rofiq & Andayani, 2013; Marzban & Davaji, 2015) because authentic materials help students to activate their background knowledge effectively as can be seen from previous available literature.

Hatimah, Rofiq and Andayani (2013) studied the effects of using reading texts which were related to actual situations (authentic materials) on tenth grade students' comprehension ability, at MA Islamiyah Shafi'iyah Sumberanyar-Paiton. The use of authentic materials is helpful in teaching reading since they are related to the actual situations in the reading passages. The participants of the study were 48 tenth grade students. The purpose of the study was to examine the effects of using authentic materials on students' reading

comprehension. The findings indicated that using authentic materials had significant effect on students' reading comprehension ability.

Marzban and Davaji (2015) conducted a study to investigate the impact of using authentic texts on reading comprehension skills and motivation of intermediate language learners. The participants were 24 students from a language teaching institute in Iran. The students were divided into two groups: simplified and authentic groups. All the samples in the simplified group were given non-authentic texts from the course books while the authentic group used online authentic texts (derived from YouTube). YouTube provides both sounds and pictures which help students to remember the events easily and develop better understanding. The findings proved that success in reading comprehension has strong relationship with authentic texts. Using YouTube helps students to be involved in real life situations. Moreover, it activates students' background knowledge, which in turn improves students' comprehension as well as increase students' motivation in language learning.

Based on the discussion and cited literature, it can be concluded that there are many factors affecting reading comprehension, such as experience, vocabulary and background knowledge of the students. Moreover, pedagogy used by teachers probably acts as an important factor to improve the level of understanding among the learners. The review of literature showed weaknesses of students in learning reading comprehension and their low proficiency in English. It can be argued that using Bloom's taxonomy questions, both LOTS and HOTS, during reading can be helpful to improve reading comprehension abilities. Moreover, applying authentic texts (YouTube) is one way to increase students'

interest and help to motivate them to enjoy learning. Previous researchers stressed that integrating YouTube in teaching English reading is a significant method to enhance students' abilities in reading comprehension and increase their level of motivation. To be more specific, teachers need to find effective tools that can activate students' background knowledge in order to match the reading passages with the situation. This can help students to better understand the text and comprehend the text with its original meanings. On meeting the standard, the researcher tried to find a pedagogical technique that could be used in teaching English reading in order to improve students' reading comprehension. Therefore, this study integrated the use of YouTube in the use of LOTS and HOTS questions during guided reading instruction to examine the effects of utilizing YouTube on LOTS and HOTS in reading comprehension and motivation among Thai students.

2.10 Reading Comprehension among Thai Learners

According to the Thai Education System, the English subject is required to be taught at all levels, aiming to enhance students' interest in language learning. However, reading is the most important skill to be learned (Yusuf, 2011; Grabe & Stoller, 2001; Lynch & Hudson, 1991). It is vital for students' achievement. Therefore, learning to read at a suitable age is important to one's academic achievement. Even though reading is regarded as an important skill in EFL learning, and has been highly promoted, the reading skills of Thai students are still weak. They score low in English reading tests, only between 21-40 marks out of 100 marks (Ministry of Thai Education, 2013). Therefore, the Thai government attempts to support English education at all levels, but the results are still unsatisfactory (Noom-ura, 2013).

There are many factors affecting teaching and learning EFL in Thailand as mentioned in previous studies. Wutthisingchai (2011) conducted a study to investigate problems in English reading comprehension and academic texts, as faced by Mathayom five students in the English program at a Thai Christian School in Bangkok. The participants in the study were 48 Mathayom 5 students from different English programmes at the Thai Christian School in the academic year of 2010. The findings showed that motivation was the first problem faced by the Thai students of this school. This shows a correlation between motivation and reading comprehension achievement.

Chomchaiya and Dunworth (2008) carried out their study on identification of learning barriers affecting English reading comprehension instruction. The participants in the study were nine undergraduate students from four different English language classes at a Thai university. The results revealed that pedagogical approaches used in the classroom were not appropriate. For example, the teacher usually assigned the students to read the news, present it to the class and summarise the passage. This was followed by answering questions based on the passage. This study showed that Thai English teachers still used traditional ways of teaching, which was using the chalk and talk method, as well as asking students LOTS questions. This method of teaching made students less successful in mastering English reading comprehension.

There is sufficient empirical evidence from previous studies to show the pedagogy used by Thai English teachers to teach English reading comprehension. As reported by Foley (2005) there was a lack of teaching materials and Thai English teachers had minimal

training in teaching English. Besides, the teachers placed emphasis on teaching grammar, which did not promote much critical thinking.

Torok and Waugh (2006) carried out their study on teaching English as a foreign language to grade 7 students in Thailand, using genre-based versus traditional method of teaching The aim of this study was to compare the two teaching methods used in teaching reading comprehension; a genre-based method and traditional method. In the traditional method, teachers began by introducing vocabulary items and grammatical structures; then they allowed the students to read out aloud, or repeat the sentences after the teacher. Students read and translated the text sentence-by-sentence, together as a whole class, or individually. The findings revealed that this traditional method of teaching can be tedious and lead to negative attitudes towards learning English. It was suggested that the genre-based method may lead to more positive and enjoyable teaching and learning of English reading comprehension. As a result, the genre-based method was seen to be able to improve Thai students' reading comprehension. It showed that the Thai English teachers need to find and introduce new methods to teach English reading other than the commonly used traditional methods.

Noom-ura (2013) conducted her study on English-teaching problems in Thailand and Thai teachers' professional development needs. The participants were 34 EFL teachers from nine schools selected from three secondary educational service areas (SESAs) located in central Thailand. The aim of the study was to investigate the problems in EFL teaching and learning related to the students, teachers, curricula, assessment and textbooks, and other aspects relating to successful learning and teaching in secondary schools. The

findings indicated that pedagogy used by Thai English teachers was not appropriate. As a result, it made students uninterested and unmotivated to learn English, especially reading skills. The English teachers play an important role in improving the teaching and learning of English reading skills. Therefore, the English teachers have to be creative in choosing the required methods of teaching in order to improve students' reading comprehension skills, as well as increase students' motivation to learn English reading comprehension skills.

Kongkerd (2013) carried out her study on English-teaching in the era of English used as a lingua Franca in Thailand. In the acceptable techniques employed in teaching reading in Thailand, students are first asked to read aloud, sentence by sentence as the teacher explains the vocabulary and difficult structures, and finishes the lesson with comprehension questions. All these techniques have been reported to be tedious and not motivating, resulting in a lack of interest by students to read material in English. It becomes a tedious course to pass, not a tool for communication (Hayikaleng, 2011; Alshirah, 2012; Islam & Bari, 2012). In addition, she suggests that Thai English teachers should place less emphasis on teaching grammar because such methods do not promote thinking skills. In other words, she encourages the Thai English teachers to use new methods of teaching as well as use HOTS questions in order to train students to think critically.

Choomthong (2014) presented her study on preparing Thai students' to master English for the ASEAN economic community. The findings indicated that Thai English teachers who preferred to use the Thai language to aid in the teaching of EFL should switch from Thai

to English from time to time and expose students as much as possible to English. In addition, English should be used more often in English classrooms to provide students more opportunities to practice using English and lead them to negotiate meanings in English. In other words, the English teachers might use English to explain the text while teaching reading in class, in order to help the students to become familiar with the English language. Besides, English has become as working language of ASEAN (ASEAN, 2009). Therefore, Thai English teachers must train themselves as well as their students to use English as much as possible.

Hayikaleng, Nair and Krishnasamy (2016) conducted their study on Thai students' L2 reading comprehension level for Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) questions. The purpose of the study was to compare the scores between LOTS questions, HOTS questions and overall questions. The participants of this study were 60 first year students from a college in Pattani province, in the south of Thailand. The findings showed that Thai students' mean scores for LOTS questions were significantly higher than that for HOTS questions. This study also revealed that the Thai English teachers should increase the use of HOTS questions to improve students' EFL reading comprehension skills.

Previous studies have found that pedagogy is a key factor affecting teaching and learning English reading comprehension. In addition, motivation is also important to make students learn English reading comprehension. Most of the researchers conducted their studies to examine the problems in teaching and learning English but they were not interested in looking into new ways to improve English reading comprehension among Thai students.

There are many ways to help students achieve English reading skills because teachers play an important role in both students' success and failure in learning. The English teachers need to find new tools which can motivate and encourage students to learn English reading comprehension effectively.

In Thailand, learners of English as a foreign language often experience difficulties in mastering English reading comprehension. There are many factors affecting teaching and learning English reading skills in Thailand, as mentioned earlier. Although Thai students of all levels are required to learn English as ancompulsory subject, their English proficiency level is still unsatisfactory (Charumanee, 2002; Kanoksilapatham, 2007, 2009, 2010, 2013; Noom-ura, 2013; Prapphal, 2003; Todd & Keyuravong, 2004). It is also reported by Wiriyachitra (2002) that compared with many countries in Asia such as Malaysia, the Philippines, and Singapore, Thai students' level of English proficiency is low. Therefore, this study is interested in integrating YouTube in teaching and learning English reading comprehension in order to examine the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation among Thai students.

2.11 Studies Related to Motivation in Reading Comprehension

Motivation is one of the key factors that influence the process of second and foreign language learning (Chen, 2014). According to Gardner and Lambert (1972) motivation refers to three types of psychological conceptions: 1) needs, 2) struggle, and 3) attitude towards learning English. In other words, learning second language motivation refers to the learners' needs to achieve the language learning, the struggle that learners set in the language learning, and their attitude towards learning a second language (Lee, 2012).

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Previous studies have mentioned that motivation is one of the important factors affecting the success of English reading comprehension.

Bahous, Bacha, and Nabhani (2011) have conducted their case study on motivation of students in the EFL classroom. The participants of the study were 30 students of the EFL programme attending the different English language courses at one American joint university in Lebanon. The objective of this study was to explore the opinions of the students and teachers about the effects of students' language learning in the EFL classroom. The findings provided empirical evidences that the EFL learners have lack of motivation in learning EFL because a teacher over emphasises on one skill. In terms of reading skills, the teacher provides uninteresting reading texts and unclear connections between EFL courses and students' future occupations, causing the students to become unmotivated in learning English. Similarly, Thai students are also unmotivated in their English class because their English teachers offer uninteresting materials or reading texts to the students (Chomchaiya & Dunworth, 2008).

Iqbal, Noor, Muhabat, and Kazemian (2015) conducted their study on factors responsible for poor English reading comprehension at secondary level of students in Pakistan. The participants in the study were 60 students and 20 teachers from Dinga city and the nearby villages. The aim of this study was to explore those factors and to suggest how to strengthen English reading comprehension of the students. The findings showed that some factors such as lack of vocabulary, habit of cramming and no interest in learning contributed to their poor English reading comprehension skills. Besides, motivation is also one of the elements which can develop the reading comprehension skills of students. This

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study tries to show that highly motivated students are likely to pay more attention in the English class rather than students who are less motivated (Spolsky, 1990).

In another study carried out by Cheng and Cheng (2012) on reflections on the role of motivation on successful English learning of college EFL learners in Taiwan, they interviewed a group of four participants. The aims of this study were to understand how college students exhibit effective learning outcomes, and to suggest some theoretical and practical implications of the transformation regarding learning EFL. The results suggest that interest is very important to motivate and bring successful language learning outcomes in the students. On this basis, teachers might play a vital role in figuring out ways to make students interested in the subject. In other words, the teachers might select activities and tasks that tap students' motivation in order to improve students' achievements in learning reading comprehension skills.

A recent study was conducted by Hayikaleng, Nair and Krishnasamy (2016) on Thai students' motivation to acquire English reading comprehension skills. The aim of this study was to investigate the Thai students' motivation to master English reading comprehension skills, with 60 first year students from a collage in Pattani province. The results of the study showed that Thai students have low motivation towards learning English reading comprehension skills. Subsequently, the researchers suggested that the Thai English teachers need to use various teaching methods in order to raise students' motivation and make students interested in mastering English reading comprehension skills.

One way to motivate students to learn English is goal setting. Students are encouraged to set their own goals in order to force themselves to follow their goals. According to Ryan and Deci (2000), motivation refers to goal setting. Some studies showed that goal setting and making obligations to achieve goals increase students' motivation and performance (Bandura & Schunk, 1981; Suwan, 2003). For example, students who fixed their goals to learn a language basically for a certain purpose such as finding a good job were found to extend their motivation to push themselves to learn and gain success in language learning (Lucas, 2010) in order to get that good job, just as they have planned. In the case of Thailand as a member of ASEAN, the Thai English teachers might establish goals for their students by stressing the importance of English in ASEAN countries, in order to get a good job and good salary. This might help students to motivate themselves to improve their levels of English.

In relation to goal setting, Vahidnia (2013) investigated the influence of the power of goal choice and self-efficacy on motivation in Iranian EFL learners. This study focused particularly on students' efficacy beliefs, motivation and their choice of goals. The participants were 93 EFL BA and MA university students whose gender and levels of English Language proficiency were taken into consideration. The findings revealed that when Iranian EFL learners were given the choice of setting their goals, the majority preferred to choose the more challenging goal. Moreover, this research has concluded that the Iranian EFL learners' motivation was significantly related to their self-efficacy. The study also showed that goal choice appeared to be a key factor which influences students' intrinsic motivation.

Choosri and Intharaksa (2011) carried out their study on the relationship between motivation and students' English learning achievement among a group of students in their second year of vocational certificate level at Hatyai Technical College, in their first semester of the academic year 2010. The samples were 140 students from the building construction and electronics technology programme. The aims of the study were to examine the levels of motivation among students' with low and high achievement, to examine the similarities and differences in students' motivation with low and high achievement and to find the correlation between students' achievement and their motivation. The findings revealed that there is positive correlation between students' achievement in learning English and their motivation. In other words, motivation boosts students' achievement in all areas of English learning, including reading skills.

Khamkhien (2010) presented his study on factors affecting language learning strategies. The objective of the study was to examine how motivation, gender and experience in studying EFL affect the choice of language learning strategies. The findings showed that amongst these three factors, motivation played the most significant role in affecting the choice of language learning strategies. Motivation is regarded as an important factor affecting the learning of English among students. Therefore, based on the findings it can be argued that to gain success in learning English, particularly English reading comprehension skills, strong motivation to learn is highly desired.

Sideridis, Mouzaki and Simos (2006) carried out their study on the classification of students with reading comprehension difficulties; the roles of motivation, emotions, and psychopathology were studied. The purpose of this study was to evaluate the cognitive-

motivational profiles of students with reading comprehension difficulties. Participants were 587 students from 17 Greek elementary schools in Crete, Attica, and the Ionian islands. The results showed that motivation, emotions, and psychopathology play an important role in explaining the achievement of students in reading comprehension. In other words, motivation is a key factor leads students to gain success in learning English reading skills.

Previous studies have shown that motivation is one of the important factors affecting the success of learning and teaching English as a foreign language in Thailand (Choosri & Intharaksa, 2011; Khamkhien, 2010). Teachers can play a significant role to motivate their students by making clear to the students the importance of English in their future careers (Bahous, Bacha & Nabhani, 2011). Providing interesting materials is also important, and passages given should be related to daily life and based on students' ability (Cheng & Cheng, 2012). Nonetheless, teachers might provide chances for their students to choose their own goals to increase their extrinsic motivation and intrinsic motivation (Ryan & Deci, 2000; Slavin, 2003; Vahidnia, 2013). In other words, students can make their own choices and guide their own performances. In relation to motivation, Guthrie and Wigfield (2000) stressed that motivation increases strategies used in reading, make reading enjoyable, and removing the difficulty of mastering reading comprehension. Furthermore, teachers can probably use learner-centred approaches by encouraging students to learn in groups, exchange ideas and develop self-confidence (Pan & Wu, 2013) because this way of teaching promotes HOTS, which is in line with the present research. In relation to this, the researcher integrates YouTube as a tool in order to investigate the effects of using

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YouTube on using LOTS and HOTS in acquiring reading comprehension skills and building motivation among Thai students.

2.12 Information and Communication Technology in Teaching English

English language teaching and learning have changed over time, moving from conventional methods to learner-centred approaches (Richards, 1985). As mentioned by Dede (2012), information and communication technology (ICT) has become a part of everyday practice in the 21st century (Dede, 2009). It is also important to note that ICT has also been introduced in the education field, including second language teaching and learning, in order to make students' learning more motivating and effective.

Many scholars from different countries suggest using ICT in language teaching and learning (Bingimlas, 2009; Brünner, 2013; Chhabra, 2012; Klimova & Poulova, 2014; Lo, 2012; Nguyen & Tri, 2014; Teo, Chai, Hung, & Lee, 2008b). The introduction of ICT into EFL classroom teaching and learning includes both pedagogical changes for learners and teachers who use traditional ways of teaching in classrooms. With the introduction of ICT, students and teachers would be able to deal with native and non-native speakers from around the globe. The use of ICT has provided a rich load of materials to produce dynamic learners, by providing authentic materials to students. Furthermore, having authentic material provided by ICT helps students to understand the text better and understand the culture of the people whose language they study. Therefore, integrating ICT into EFL learning and teaching classroom will have positive impacts on both the students and teachers to help them be aware of the modernized world and meet the current demands of the 21st century. Thus, technology offers new chances to promote the quality and

effectiveness of foreign language learning and teaching. In other words, integrating ICT in the teaching and learning of English helps learners to be motivated and to improve English skills, especially in reading comprehension.

As English is one of the difficult subjects for Thai students, teachers are encouraged to find new tools to teach and raise students' interest. A variety of ICT tools might be used by different teachers to teach the language (Melor Md Yunus, Lubis, & Lin, 2009). For this study, the researcher uses YouTube as an additional tool for teaching English reading to Thai students because YouTube provides both words and pictures. The purpose of the present study is to investigate the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation of Thai students.

2.13 Effectiveness of Utilizing YouTube on Reading Comprehension

YouTube is a popular web video sharing site and one of the most common websites founded in 2005. Many EFL learners depend on it as a means to develop their reading comprehension skills. Therefore, it is clear that YouTube has enormous possibility to increase the development of EFL learning among students, especially reading skills (Alwehaibi, 2015; Comac, 2008; Rennie, 2012; Nejati, 2010). In the present study, the researcher uses YouTube as a tool for teaching EFL reading comprehension skills because YouTube provides both words and pictures which are able to activate the readers' background knowledge and encourage them to express their ideas.

As Canning-Wilson (1996) has stated, visuals can help learners to activate their background knowledge or personal experiences. When combined with reading texts,

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visuals help learners to think about the process of language learning and encourage individuals to think of their social environments in daily life. Therefore, all visuals provide ideas for prediction, inference and reasoning of information from a variety of sources. At the same time, YouTube enables teachers to link the students to real life situations. Moreover, YouTube plays a vital role in enriching the process of EFL learning because through words and pictures learners can improve their vocabulary too (Jafre, Rezaee, Abdullah, & Singh, 2011). Furthermore, YouTube is a productive resource for language learning which helps learners to memorize easily (Boutkhil, Chellali, & Ibtissam, 2015) because YouTube presents both words and pictures which are helpful in activating students' background knowledge and they are able to keep information in long term memory.

Vocabulary is important in learning English reading comprehension because vocabulary helps to understand the reading text. Jafre, Rezaee, Abdullah and Singh (2011) studied the effectiveness of using songs from YouTube to improve vocabulary competence among upper secondary school students. The participants were 68 students from a government-run secondary school located in Kedah, Malaysia. The purpose of this study was to investigate whether learners exposed to YouTube songs would experience a change in vocabulary competence compared to those exposed to the traditional teacher-centred approach. The findings indicated that using YouTube songs in language teaching and learning improve learners' vocabulary competence because words, sounds and pictures attract the learners to participate in learning. With regard to reading comprehension, YouTube improves vocabulary through pictures which help the learners to guess the meanings of words. To understand the reading text, students need to have vocabulary

knowledge. Therefore, vocabulary is important in understanding and comprehending the reading text.

Another study was conducted by Kabooha and Elyas (2015) to investigate the impact of using YouTube videos on learning vocabulary in a Saudi EFL classroom. The purpose of the study was to investigate the impact of using YouTube to develop vocabulary building and participants` perceptions towards YouTube video clip used in the acquisition of vocabulary. The participants were 100 Saudi female intermediate level students aged between 18-20 years and four EFL teachers. Two groups were formed, the experimental and control groups. The experimental group was taught using YouTube and the control group was taught in the traditional way. The results revealed that using YouTube can increase students' vocabulary. The images and subtitles presented by YouTube enable students to learn and build vocabulary effectively. In relation to reading comprehension, vocabulary helps students to understand the reading text. As a result, the learners can comprehend the reading text better by combining YouTube in their learning process.

A recent study was conducted by Hakim (2016) on the implementation of YouTube videos in teaching vocabulary to young learners. The aim of the study was to find the differences between students who were taught vocabulary using YouTube and those who were taught not using YouTube. The findings revealed that students who were taught using YouTube had an increase in vocabulary compared to those who were not. In addition, the students had a positive perception of using YouTube in learning. The results also showed that the words, sounds and pictures provided by YouTube can motivate students to learn vocabulary, especially among young learners. Where reading comprehension is

concerned, by having vocabulary knowledge, the learners are able to comprehend the reading text easily.

By building vocabulary, students are able to understand what they have learned. As mentioned earlier, English is one of the most difficult subjects for Thai students. Many students face difficulty in understanding the English lessons. In relation to this problem, the researcher integrates YouTube in reading lessons. As Mayer (2005a) asserted, people learn more effectively through involvement with both pictures and words. Therefore, by using YouTube teachers might help students to understand English reading lessons better.

A study was conducted by Buzzetto-More (2015) to investigate students' perceptions concerning the use of YouTube videos to enhance instruction in online and web-assisted courses. The participants were 367 students from the University of Maryland, Eastern Shore (UMES). The finding indicated that using YouTube providing in-depth understanding and enhanced the process of learning. YouTube helped students to activate their schemata to understand the scenario. In reading comprehension, by watching YouTube videos, students can match schemata with new information to help them understand the lesson and be able to master text comprehension.

A recent study was conducted by Almurashi (2016) on the effects of using YouTube videos for teaching English language in classrooms, as supplementary material, at Taibah University in Alula. The aim of the study was to examine the effects of the multimodal texts from YouTube videos used as supplementary material to teach English in the classrooms. The participants of the study were 53 students studying the English language

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at Taibah University in Alula. The findings reported that using YouTube can improve students' understanding of their English lessons. In other words, sounds and pictures provided by YouTube enable learners to develop their understanding of the lessons.

Understanding creates a feeling of enjoyment and fun towards the lesson. Enjoyment and fun are the key factors to make teaching and learning EFL to be more motivating. By combing YouTube, learners can arrange events through the pictures and at the same time help themselves to understand the reading text better, as mentioned in previous studies. Students are able to answer teacher's comprehension questions. As a result, it motivates the students to feel satisfied with the reading lesson and be interested to participate and learn more during the lesson.

As Berk (2009) mentioned in his article regarding the use of YouTube in teaching and learning, YouTube can grab students' attention, focus students' concentration, create interest in class as well as make learning fun. This is very important for students in this age because they like to learn if the lesson is interesting and fun. In relation to the reading class, integrating YouTube helps learners to concentrate on the moving pictures and hearing sounds helps students remove feelings of tedious learning and increases students' motivation towards following the reading lesson.

Rosha, Rosha and Singh (2016) conducted their study on investigating students' perceptions and predictions on the use of YouTube online, hybrid and web-assisted learning. The participants were 500 college students in Punjab, India. The results explained that the combination of YouTube enhances teaching and learning as well as

increases students' interest and there is more involvement with the lessons through the moving pictures and sounds. In reading comprehension integrating YouTube helps students to concentrate on the reading lesson, which leads them to understand the lesson better through watching YouTube.

Khalid and Muhammad (2012) conducted their study on the use of YouTube in teaching English literature: a case study at Al-Majma'ah community college. The aim of the study was to investigate the effects of using YouTube on teaching English novels to improve students' achievement. The participants were 10 students majoring in English language and literature from Al-Majma'ah University–Al-Majma'ah community college. The results showed that the combination of moving visuals and sound helps to increase students' understanding of the novel and to feel more enjoyable and interested with the sounds and pictures provided by YouTube.

YouTube also enables students to increase their motivation in EFL learning. A study was carried out by Chen (2013) on the possibility of applying YouTube to motivate learning autonomy. The participants of the study were 42 non-English major students of an English course in Taiwan. The objective of this study was to explore how to motivate EFL learners to take autonomy of their learning via YouTube. The findings indicated that YouTube attracted students' interest and became a motivating tool to increase students' motivation and improve English ability. In other words, in terms of reading comprehension, whenever the learners have high motivation, it pushes the learners to learn more and be able to enhance the learning of reading comprehension.

Fleck, Beckman, Sterns and Hussey (2014) have conducted their study on YouTube in the classroom, entitled 'Helpful Tips and Students' Perceptions. The participants of the study were 85 psychology students, 66 females and 19 males from a large, urban, commuter university. The purpose of the study was to explore the students' opinions when YouTube was integrated into classroom lessons. The results reported that YouTube increases students' interest and motivation in the class because YouTube creates an attractive and enjoyable learning environment. As a result, it helps students to understand the reading text better.

Alhaj and Banafi (2015) carried out their study on the effects of web-based instruction on Saudi medical students' achievements in learning medical terminologies. The participants of the study were 100 EFL medical students at level 1, from Jazan University in Saudi Arabia, in the academic year 2015. The purpose of this study was to examine the use of YouTube as a teaching tool to motivate students to learn medical terminologies. The findings revealed that using YouTube in EFL classes increases students' motivation in learning. Hence, they would possibly understand the English lessons better and students comprehend the texst easily.

Bravo, Amante, Simo, Enache and Fernandez (2009) presented their study on video as a new teaching tool to increase student motivation. The samples used in the study were 487 students in three different majors; aeronautical, industrial and management and mechanical fields, including 12 lecturers from the school of industrial and aeronautical engineering of Terrassa (ETSEIAT). The aim of this study was to investigate the effects of using YouTube videos as an instructional tool to help students increase their motivation

in all disciplines. The findings demonstrated that the use of YouTube videos had a positive effect on students' learning motivation which lead to an increase in learners' comprehension. In other words, the moving images from YouTube grab students' attention to motivate and enhance students' reading comprehension.

Previous studies have also mentioned that YouTube not only helps to increase vocabulary, make lessons enjoyable and fun, help students to understand the lesson better and increase motivation but YouTube also provides authentic materials as mentioned by previous researchers.

Brook (2011) pointed out that YouTube has been considered an effective tool that facilitates language learning and builds self-confidence with student-centred activities and increased participation because YouTube provides authentic materials in realistic contexts. Several studies have verified the authenticity of the tasks that can be performed through YouTube. Authentic materials enable students to be involved in real life situations and are able to activate students' background knowledge. This in turn helps students to understand the reading text and enables students to increase learner comprehension.

Oddone (2011) conducted her study on using videos from YouTube and websites in the CLIL classroom. The participants in this study were 30 students from the 4th and 5th grades of a secondary school in North–West Italy. The aim of this study was to describe the advantages of using YouTube as a way to engage learners. The findings confirmed that YouTube provides authentic material and resources, which create more realistic learning opportunities to boost students' understanding. In relation to reading

comprehension, YouTube helps students to recall students' background knowledge in order to comprehend the reading text.

Balan (2012) carried out a study on the effects of video and static visuals on students' reading comprehension and motivation. The objective of this study was to examine whether the use of videos could increase the experimental group's reading comprehension scores compared to the control group who were taught using static visuals. The samples were 80 students from two secondary schools. The finding revealed that teaching reading comprehension using videos significantly improved students' comprehension performance at the literal and critical levels. In other words, using YouTube helps students to think critically and enables students to improve reading comprehension.

June, Yaacob and Kheng (2014) conducted their study on assessing the use of YouTube videos and interactive activities as a critical thinking stimulator for university students. The participants were 50 mixed background students from a public university in Malaysia. The findings revealed that YouTube videos provide enjoyable learning, encourages student participation in class activities and improves their critical thinking skills. The learners have a strong interest in the process of learning. In addition, YouTube provides better understanding of the class activities and relates them to real workplace situations.

Using YouTube not only improves reading skills but it also improve listening skills as mentioned by Medoukali (2015) in his study about developing EFL learners' listening comprehension skills through YouTube videos. This research aimed to examine the impact of the combination of YouTube videos with the process of EFL teaching

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and learning to develop listening comprehension skills. The participants of the study were 50 students in the field of English language learning and seven teachers who had good experience in using the oral expression module. The findings reported that both learners and teachers had a positive attitude towards the use of YouTube videos as a means to developing listening comprehension skills. YouTube offers them the space to practise and test their listening abilities.

Boutkhil, Chellali and Ibtissam (2015) conducted a study on the use of YouTube tutorial videos to improve students' oral skills in EFL classes: The case of second year EFL students at Jijel University, Algeria. The aim of this study was to explore the use of YouTube tutorial videos to help improve their speaking and listening abilities. The participants of the study were two groups from the second year class of the English department of the University of Mohammed Seddik Ben Yahia, Jijel. The findings revealed that using YouTube helps students to improve their speaking and listening abilities. The learners can listen to various accents of spoken language and this trains students to become familiar with listening skills.

Another study was conducted by Fee and Budde-Sung (2014) on using videos effectively in various classes. The samples in the study were 236 undergraduate management students from two large universities in Australia. The researchers reported that YouTube video influences students' learning and enjoyment because the images from YouTube provide entertainment. The researchers also suggested that YouTube can be used for practical guidelines and as pedagogical tools for teachers to develop the process of EFL learning. According to Mayer (2009), YouTube activates both visual and verbal cognitive

processes, leading to higher cognitive activity and therefore improved understanding of content.

A recent study was conducted by Alwehaibi (2015) on the impact of using YouTube in EFL classrooms in improving EFL students' content learning. The samples were 96 second year college students from the department of curriculum and instruction in the faculty of education, Princess Noura University, Riyadh, Saudi Arabia. The purpose of this study was to investigate the effects of integrating YouTube material into English as a foreign language class to improve EFL college students' learning of the content of the course. The findings indicated that the combination of sounds and pictures from YouTube can enhance the process of learning, while making it enjoyable and entertaining. Therefore, YouTube should be considered as one of the effective instructional tools for enhancing EFL college student learning, as well as considered an important teaching instrument to be used in English reading classrooms.

Within the context of EFL reading comprehension acquisition, YouTube gives a lot of benefits to both teachers and students. For students, using YouTube can increase vocabulary (Hakim, 2016; Jafre, Rezaee, Abdullah, & Singh, 2011; Kabooha & Elyas, 2015), which helps students to understand the lessons better (Almurashi, 2016; Buzzetto-More, 2012). YouTube also increases students' motivation (Alm, 2006; Chen, 2013; Fleck, Beckman, Sterns & Hussey, 2014; Alhaj & Banfi, 2015; Bravo, Amante, Simo, Enache & Fernandez, 2009; Malhiwsky, 2010). It provides authentic materials (Chhabra, 2012; Kelsen, 2009; Malhiwsky, 2010; Mayora, 2009; Pong, 2010; Watkins & Wilkins, 2011; Brook, 2011; Oddone, 2011) to help students to become involved in real life

situations and trains students to think critically (Balan, 2012; June, Yaacob & Kheng, 2014). Besides, YouTub not only enhances students' reading comprehension skills but also develops their listening skills (Boutkhil, Chellali & Ibtissam, 2015). It promotes a learning style that is more autonomous and learner-centered (Brook, 2011; Dieu, Campbell & Ammann, 2006; Jones & Cuthrell, 2011) as well as providing students with a chance to involve meaningfully in the target language (Terantino, 2011) and feel more comfortable. As a whole, YouTube offers the students a new way to practice and immerse themselves in the learning process (Alwehaibi, 2015; Baniabdelrahman, 2013; Fee & Budde-Sung, 2014).

Besides these, YouTube improves teachers' knowledge and aids in the preparation of lessons (Warschauer & Grimes, 2007). In addition, teachers can use YouTube to improve the practice of learner-centred activities in the classroom (Brook, 2011), fostering student creativity and freedom of expression, further encouraging them to utilize the target language and involving in a lot of interactions with students. YouTube is one of the popular social media over the past years, including its use in the classroom as an educational tool (Fleck et al., 2013; Shere & Shea, 2011; Clifton & Mann, 2011; King, Greidanus, Carbonaro, Drummond, & Patterson, 2009), within the arena of language learning (Terantino, 2011), in educator training (Hudock & Warden, 2001; Sun, 2014), and to promote cross-cultural understanding (Bloom & Johnston, 2010).

With such broad applicability, YouTube is a source of media that is an integral part of the education system. Fleck, Beckman, Sterns, and Hussey (2014) confirmed that utilizing YouTube in the classroom is helpful. YouTube can be a suitable tool to enhance teaching

and learning EFL (Alwehaibi, 2015, Fee & Budde-Sung, 2014; Medoukali, 2015). Even though YouTube is widely used in schools abroad for teaching and learning EFL, YouTube is not commonly used in teaching and learning EFL in Thailand, especially in reading comprehension. Therefore, the researcher has selected YouTube to be integrated in teaching and learning English reading comprehension to investigate the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation among Thai students.

2.14 Using YouTube for Teaching and Learning EFL in Thailand

In countries where English is taught as a foreign language or second language, the use of YouTube has been accepted for its usefulness. EFL learners now are able to enhance their English learning through the use of YouTube. YouTube offers the students a new way to practice their language skills in any place which will keep them involved in the learning process (Baniabdelrahman, 2013). It also improves teachers' knowledge and aids in the preparation of lessons (Warschauer & Grimes, 2007). As mentioned earlier Thai English teachers prefer to use the traditional chalk and talk method (Hayikaleng, Nair & Krishnasamy, 2016; & Tamrackitkun, 2010), therefore utilizing YouTube is not widely practised for teaching and learning in Thailand. Some researchers have conducted their research on using social network in teaching and learning EFL and came out with positive results, but there are only few studies regarding the use of YouTube to enhance students' learning of EFL in Thailand.

Jaturongkachoke and Chanseawrassamee (2013) presented their study on the influence of YouTube on skill development presentations. The objective of this study was to

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investigate the effect of using YouTube on presentation skills development. The samples were 195 MBA learners from a 36-hour intensive English course in June 2012. The findings indicated that the majority of participants (66.7%) agreed that combining both lectures and using YouTube approaches improved their English learning. They stressed that in spite of some serious obstacles, many students positively regarded YouTube as a way to practice and polish their English skills, build self-confidence, share knowledge and experience and provide them the opportunity to obtain public feedback.

Singhkhachorn (2014) carried out a study on the development of learning and teaching English by social network to investigate Thai students' achievements in learning. The samples were 60 students from the D6 group of research in communication course at Bansomdejchaopraya Rajabhat University in 2012. The aims of the study were (1) to examine and compare the students' achievement in learning using social network and (2) to study the learners' recommendations towards teaching and learning using social network. The result indicated that students suggested the lessons be conducted in a model of video www.youtube.com. Subsequently the English class became more enjoyable and favourable when the teacher used YouTube in the teaching-learning process.

Previous studies regarding the use of YouTube in Thailand have indicated that YouTube is not widespread in Thailand. Only a few researchers have conducted their studies on YouTube (Jaturongkachoke and Chanseawrassamee, 2013; Singhakhachorn, 2014). These studies were conducted in Bangkok, which is a big city and none of them have done studies in small towns, especially in Narathiwat. The two studies used qualitative data

collection while the present study uses a mixed method. Besides, the present researcher

uses a combination of Bloom's Taxonomy which deals with LOTS and HOTS in order to

train the students to think critically.

In relation to reading comprehension, to help students easily comprehend the scenario

presented by YouTube, the researcher prepared LOTS and HOTS questions to guide

students to concentrate on the information based on the questions given. However, the

questions might start with LOTS which mainly ask learners to provide answers to

questions that require remembering, understanding, and application of knowledge

(Tienken, Goldberg, & DiRocco, 2010). Meanwhile, HOTS questions require the use of

thinking skills in order to construct meaning and then comprehend the scenario. HOTS

questions consist of analyzing, evaluating, and creating skills. It encourages students to

express their observations and give comments and ideas which lead to critical thinking

skills. Besides, there is also a need to develop HOTS in order to cope with the challenges

of learners' future academic, professional and personal lives (Ahmed, 2014). Therefore,

it is recommended that the English teacher be creative in using media and techniques

which are motivating, to make the teaching-learning process enjoyable. Using YouTube

is a challenge in the teaching and learning process. Moreover, YouTube can lead to an

increase in students' motivation (Woo, Herrington, Agostinho, & Reeves, 2007) and

promote thinking skills (Balan, 2012; June, Yaacob & Kheng, 2014). The researcher hopes

that the use of YouTube can improve English reading comprehension skills among Thai

students. Besides, it can motivate students to learn more efficiently and productively. The

following presents the theoretical framework of this study.

2.15 Theoretical Framework
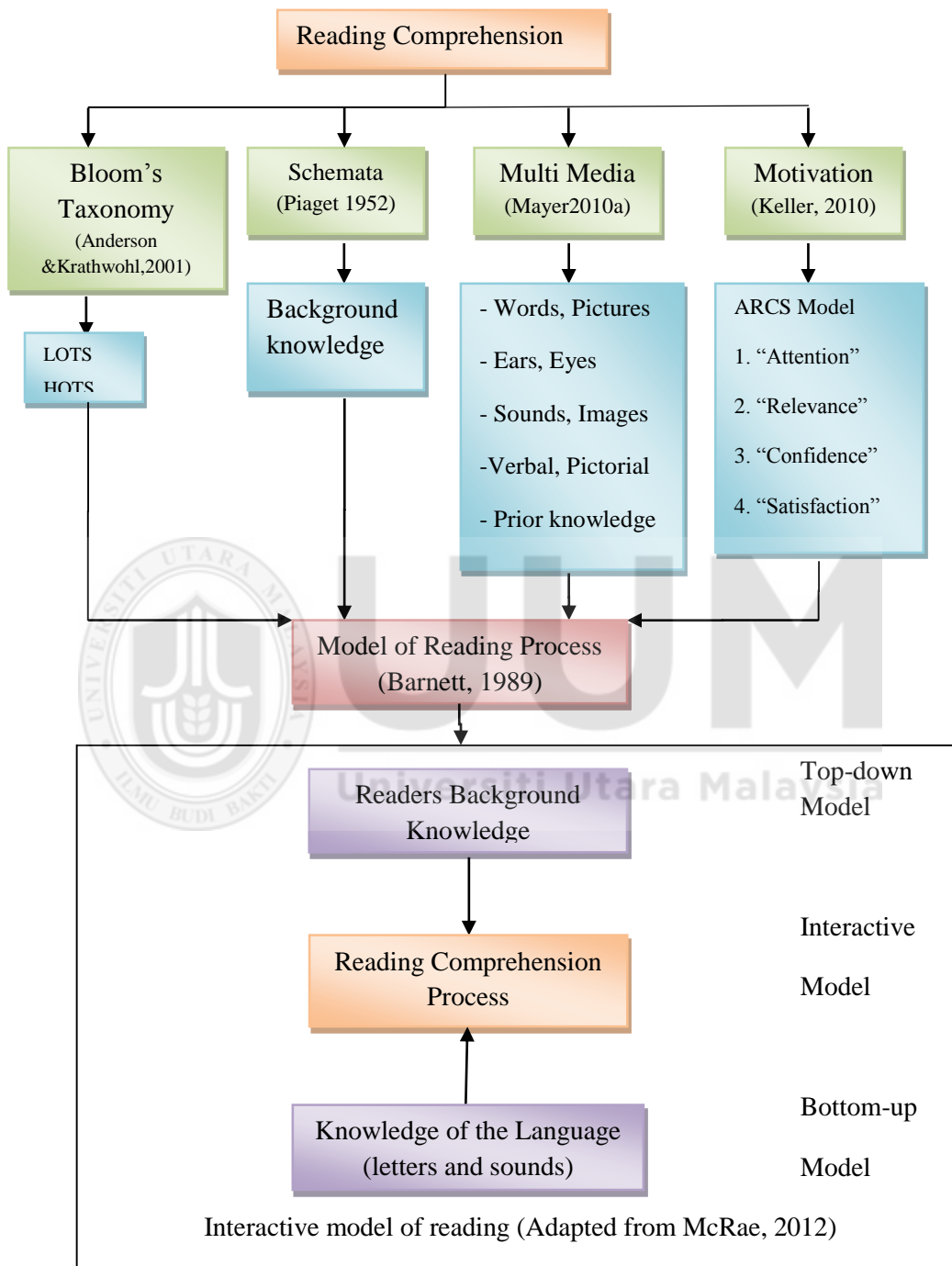
Figure 2.4. Theoretical Framework

Figure 2.4 shows the Theoretical Framework which is used in the study. The researcher has applied Bloom's Taxonomy which deals with six levels of thinking. The study uses the revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) which consists of remembering, understanding, applying, analyzing, evaluating and creating. Bloom's Taxonomy was chosen to train students in using LOTS and HOTS questions in order to develop students' thinking skills.

There are three theories applied in the study. First is the schema theory (Piaget, 1952) which refers to background knowledge stored in human mind. It helps in the processing and organizing of new information for future understanding. Second is the multimedia theory (Mayer, 2010a). The modality principle says that information is better presented in two modes which involve verbal and pictorial channels to process new information. Using both channels help to process greater amounts of input to activate schema and these inputs are integrated with existing information within the long term memory to construct meaning. Third is the motivation theory (Keller, 2010). This theory deals with "Attention (A), Relevance (R), Confidence (C), and Satisfaction (S)" which support students' intrinsic and extrinsic motivation. In relation to this, the researcher applied all these theories to teach reading comprehension. Besides, the researcher based this study on the model of reading process (Barnett, 1989). This model of reading process consists of the bottom-up model, top-down model and interactive model. The teachers would teach their students based on these models.

2.16 Summary

The Basic Education Core Curriculum 2008 emphasizes learner-centred activities and encourages the use of technology in teaching and learning EFL. YouTube can fully provide and support this education system. In relation to the reading comprehension class, YouTube gives benefits to both students and teachers. For students, YouTube provides them authentic phenomenon that deals with real life situations, which is the key to promoting critical thinking skills. Furthermore, YouTube creates a learner-centred environment that is important for the new curriculum. By using YouTube, students are able to interact with each other and express their ideas. Moreover, YouTube can make it easy for students to understand the lesson and build self-confidence. It motivates students to be involved in all activities prepared by the teachers. As for teachers, YouTube can be used as an instrument to increase the practice of learner-centred activities in the EFL reading classroom. In other words, YouTube can support all three theories, that is, Bloom's taxonomy and three models of reading process applied by the researcher in learning and teaching EFL in Thailand. Therefore, it is vital to examine the effects of utilizing YouTube on LOTS and HOTS reading comprehension and motivation among Thai students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the specific context within which the study takes place. The purpose of this research is to investigate the effects of utilizing YouTube on LOTS and HOTS reading comprehension and motivation among Thai students. In addition, this chapter discusses the population and sampling, research design, materials used in this study, research instruments, pilot study, reliability and validity, research procedures, data collection procedures, data analysis procedures, ethical issues, variables and research framework. The summary is presented at the end of this chapter.

3.2 Population and Sampling

This research was conducted at Narathiwat Technical College which is situated in the southern part of Thailand. The population comprised 243 first-year vocational students from four different major subject areas (Electronics, Mason, Information Technology and Accounting). In this study, the researcher employed purposive sampling or non-random sampling to select a group of students as a sample to represent the population to be studied. According to Gay, Mills and Airasian (2006) in purposive sampling, "the researcher selects the sample using his experience and knowledge of the group to be sampled," (p. 134). Random sampling cannot be done because this will interfere with the school's administration and timetable. Therefore, the researcher had to use purposive sampling since participants have certain key characteristics connected to the purpose of the

investigation (Dornyei, 2007). The participants in this study were selected from two intact groups who took the same English course and same English examination. These two groups were taught by different teachers and these two teachers usually used different techniques of teaching, such as one teacher emphasizing on grammar while another teacher emphasized pronunciation. Therefore there would be no bias between both groups even though different methods were used because different teachers use different styles of teaching all the time. Besides, the researcher also reminded both teachers not to inform the students regarding the difference in the methods used in teaching. The two groups consisted of (a) 33 students majoring in mason as an Experimental Group and (b) 34 students majoring in information technology as a Control Group. Their performance in most of the subjects is moderate but their performance in English language in the mid-term examination (see Table 3.1) is relatively poor.

Table 3.1

Students' Performance in English Language Examination (School Mid-Term Examination, 2015)

Grade	A	%	B	%	C	%	D	%	Total
Exp.	0	0	4	12	12	36	17	52	33
Con.	1	3	5	15	10	29	18	53	34

Note: Exp. = Experimental group
       Con. = Control group

Table 3.1 clearly shows that the participants from both groups mostly scored in the low range of Cs and Ds in the English language examination. The samples from both groups

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also have similar demographic features, school location and levels of English proficiency. This arrangement was done before the intervention process.

Since a quasi-experimental design does not contain a random selection of subjects (Creswell, 2014), the sample of the research was chosen purposefully. The reasons why the researcher has chosen these subjects to be the participants in the present study are as follows: 1) both groups are from intact classes, 2) they have similar demographic features of race, sex, and school location, and 3) their English proficiency is relatively low, but it is necessary for them to master English since employers prefer candidates with high English proficiency. In addition, the researcher selected two English graduate teachers with at least five years of teaching experiences, who knew the ability of their students to teach these two groups of students; one group to be taught by one teacher. Later, these two teachers would participate in qualitative data collection.

3.3 Research Design

This research employed the quasi-experimental design (Cook and Campbell 1979). A QUAN-Qual (Gay, Mills & Airasian, 2006) mixed method model was used for the study. The mixed method (quantitative and qualitative methods) can provide better understanding of a research problem (Creswell, 2012). The Quantitative methods allow for statistical inferences from the sample examined, while the qualitative method offers the opportunity to listen to the voice of participants when they express, describe and give details about the study. In this study, the two methods were not of equal weightage. The data for this study is mainly quantitative data, supported by qualitative data. The Experimental Group was taught reading comprehension using YouTube as an additional

tool. As a beginning to the lesson, the teacher would display material from YouTube before giving a reading passage to the students, to see the effects of combining audio-visual aids from YouTube with a reading passage. The Control Group on the other hand was taught using the conventional method, including static pictures to display the title. The teacher would show three static pictures for each topic relating to the title before giving a reading passage to read in order to reduce bias in the Control Group. The design of the study is shown in Table 3.2.

Table 3.2

The Quasi-experimental Design

Group	Pre-test	Treatment	Post-test
Experimental	O1	X1	O2
Control	O1	_	O2

Adapted from Creswell, 2014 p. 172
Note: O1　　= Pre-test
　　　　O2　　= Post-test
　　　　X1　　= Treatment, Experimental Group using YouTube

Primarily, the researcher was interested in identifying the effects of two types of teaching methods; the first with the aid of materials from YouTube and the second being the conventional method. This is an experiment to answer the research questions in the study. The comparison between the Experimental Group (using YouTube) and the Control Group (using conventional method) will show the causal force of treatment. The experimental group is exposed to YouTube material while the control group is taught using the conventional method which uses static pictures to display the title. The quasi-

experimental design which was adopted in this study aimed at discovering the effects of a particular intervention.

3.4 Materials Used in the Study

There were three types of material used in this study, namely reading passages, YouTube material and outline of lesson plans. In the following section, the researcher discusses all the materials to be used in the study. These materials were checked and verified by experts in the field of applied linguistics; English supervisors from Narathiwat Educational Area, English teachers from Princess of Naradhiwas University and two well-trained English teachers who taught the Experimental Group and the Control Group.

3.4.1 Reading Passages

This study used eight reading passages for both the Experimental Group and the Control Group. Each reading passage was approximately 150-170 words in length (see Appendix B). This number of words followed the pattern of the Vocational National Educational Test (V-NET, 2014). The topics of the reading passages were validated by experts in the field of applied linguistics and two well-trained English teachers who taught the Experimental Group and the Control Group. The researcher prepared 10 topics and selected eight appropriate topics to be used in the current study. The passages were downloaded and adapted from www.YouTube.com according to the respective levels of proficiency of the students in both groups. The selection of passages/YouTube material for each lesson was done with careful consideration of vital factors. Firstly, the experts in the field of applied linguistics and the two well-trained English teachers who knew the ability of their students made sure that the passage/YouTube material chosen for each

reading lesson had the appropriate level of complexity and readable content which could be comprehended by students at this level.

Secondly, the experts in the field of applied linguistics and the two well-trained English teachers ensured that all selected topics were of interest to students and also related to their experiences and daily lives. Besides, some topics were chosen by the experts in order to encourage students to learn (*What is OPEC?* and *Benefits of Urban Forest*).

Thirdly, some topics were authentic and close to reality (*How to Grow Paddy, History of Prasat Hin Phanom Rung, How to Relax Your Mind* and *Silom Night Market*), which were capable of activating students' prior knowledge of the subject matter being discussed in the passages.

Finally, some passages/YouTube material were also related to Thai cultures and traditional ways of life of village people (*How to Grow Paddy, Snake Catchers, History of Prasat Hin Phanom Rung* and *Silom Night Market*). All these four categories helped the learners to activate their background knowledge. As a result, they were able to comprehend the texts easily. However, the topic like '*What is OPEC?'* had no pictures as they were in graphic form compared with the other topics. In relation to meeting the standards, the static pictures were shown to the Control Group. This topic was selected to know the history of OPEC and compared to gas which uses in Thailand to replace petrol. The topic, '*Benefit of Urban Forest'* was selected to encourage students not to cut down trees but organize campaigns to grow trees in order to keep the environment clean and healthy. The narrators in the videos were from different nationalities. This was done to

train students to listen to different accents. As a result, the students would be familiar with accents of ASEAN member countries. Lesson plans were provided by the researcher for each passage (see Appendix A). YouTube materials were provided, related to the passages given and lesson plans were prepared for both groups for one hour a week.

3.4.2 YouTube

The researcher prepared 10 topics of YouTube material to be selected. These topics were checked by experts in applied linguistics and two well-trained English teachers who taught the Experimental Group and the Control Group. They selected eight suitable topics to use in the current study. The YouTube material was to be shown to the Experimental Group twice for each topic; once before giving the passage to read and once after they finish reading the passage. Three static pictures related to the title were to be shown for every each topic to the Control Group. This study used eight websites related to the reading passages:

1. How to Grow Paddy https://www.youtube.com/watch?v=kxAEiHCErSA,
2. Benefit of Urban Forest https://www.youtube.com/watch?v=jlz_rZH1lYk,
3. What is OPEC? https://www.youtube.com/watch?v=oEm5OLcbW9Q,
4. Snake Catchers https://www.youtube.com/watch?v=tWXyAMgKBYE,
5. Kota Kinabalu https://www.youtube.com/watch?v=OJHjCB6z8mo,
6. History of Prasat Hin Phanom Rung
https://www.youtube.com/watch?v=LL3TwDKFJi8,
7. How to Relax Your Mind https://www.youtube.com/watch?v=ZSwNsMTZtFk,
8. Silom Night Market https://www.youtube.com/watch?v=LlNPJo36At4).

The selection of YouTube passages was based on eight reading passages which were validated by experts in applied linguistics and accepted by two well-trained English teachers who taught the Experimental Group and the Control Group, as mentioned earlier. However, the time and length of each YouTube video was different based on the information required of the topic. Other considerations were related to problems of opening YouTube as its use may have been blocked in some areas or the selected topics may no longer be existing or the content may cover some advertisements that were not suitable to be shown to the learners (Jones & Cuthrell, 2011). These technical problems can happen in any area. The researcher prevented these problems by downloading the videos from YouTube and editing them before presenting them to the EFL reading classroom. Examples of YouTube videos and the materials in the conventional method are shown in Figure 3.1 and Figure 3.2.

Figure 3.1. Sample on YouTube for passage one (How to Grow Paddy)

Adapted from: https://www.youtube.com/watch?v=kxAEiHCErSA

Figure 3.2. Sample on conventional method for passage one (How to Grow Paddy)

3.4.3 Outline of Lesson Plans to Teach Reading Comprehension

The outline of the YouTube lesson plan is shown in Table 3.3 and the outline of the conventional method lesson plan is explained in Table 3.4.

Table 3.3

Outline of YouTube Lesson Plan (1 hour

Step	Time (mins)	Activities
1	5	Greeting students and checking their attendance.
2	5	The teacher shows a picture related to the reading passage and asks students to give their comments.
3	10	The teacher screens material from the YouTube on the screen in front

Table 3.3 *(continue)*

		of the class and starts by giving two sets of questions testing LOTS and HOTS in order to make students concentrate on the ideas related to the questions. Before viewing, students are asked to pay attention to the material being screened and note down important points and view the selected topic.
4	15	The teacher distributes the reading passage which is adapted from YouTube to the students and asks students to read it silently. The topic is similar to the material screened from YouTube. Then the teacher discusses the passage with the entire class, focusing on main ideas and details as well as guessing the meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with the LOTS and HOTS questions. These questions are different from the questions asked during the exercise.
5	15	The teacher reviews the YouTube material once again and asks students to listen carefully. The students are allowed to ask questions if they do not understand the lesson. Then the teacher and students summarize the passage together.
6	10	The students are told to answer comprehension questions.

Table 3.4

Outline of conventional method Lesson Plan (1 hour)

Step	Time (mins)	Activities
1	5	Greeting students and checking their attendance.
2	5	The teacher shows a picture related to the reading passage and asks students to give their comments.
3	10	The teacher shows three pictures to the class and starts by giving two sets of questions on LOTS and HOTS, in order to make the students concentrate on the ideas related to the questions. Before starting, students are asked to pay attention to the three pictures related to the lesson.
4	15	The teacher distributes the reading passage to students and asks students to read it silently. Then the teacher discusses the passage with the entire class, focusing on main ideas and details as well as guessing the meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with the LOTS and HOTS questions. These questions are different from the questions asked during the exercise.
5	15	The teacher explains the whole passage to the class and students are allowed to ask questions if they do not understand the lesson. Then the teacher and students summarize the passage together.
6	10	The students are told to answer comprehension questions.

3.5 Research Instruments

The following three instruments are used in this study:

i.   Pre-test and Post-test (see Appendix C)

ii.   Questionnaire (see Appendix D)

iii. Semi-structured Interview (see Appendix E-1, E-2)

3.5.1 Pre-test and Post-test

The pre-test and post-test questions in this study were adapted from Bloom's Critical Thinking Cue Questions (Public Consulting Group's Centre for Resource Management, in partnership with the Council of Chief State School Officers, August 2007). However, all passages were adapted from YouTube, of approximately 150-170 word length for each passage, with 6 questions; four questions in LOTS and two questions in HOTS. All together there were 36 items (see Appendix C). The number of words and questions followed the pattern of Vocational National Educational Test (V-NET, 2014).

The LOTS questions in the test paper were meant to test students' ability to recall, understand the general idea and apply the knowledge in their daily lives. The aim of HOTS questions was to examine the ability of students to analyze, evaluate and create ideas based on the given passages. The pre-test was given to the students in the first week. This pre-test consisted of six reading passages with six questions for each passage; four questions testing LOTS and two questions testing HOTS. The teacher distributed the questions to the students and did not allow them to discuss the questions with anyone; the students had to study and answer the questions silently. After the students had finished doing the pre-test, the teacher herself also not allow to discuss about the questions and answers with the

students. The students had to finish the pre-test within 90 minutes. The pre-test and post-test would use the same passages and the same questions which were validated by experts in the field of applied linguistics, English supervisors from Narathiwat Educational Area, English teachers from Princess of Naradhiwas University and two well-trained English teachers who taught the Experimental Group and the Control Group.

3.5.2 Questionnaire

The questionnaire consisted of 34 items adapted from Keller (2010) to be used to collect data on students' motivation towards the reading comprehension lesson incorporating YouTube and the conventional method. The questionnaire would be given to the participants in the Thai version after the items in the questionnaire were translated back to back by experts in the field of applied linguistics, English supervisors from Narathiwat Educational Area, English teachers from Princess of Naradhiwas University and two well-trained English teachers who taught the Experimental Group and the Control Group. The Thai version was given to ensure the participants fully understood the meaning of the items in the questionnaire (see Appendix G). The close-ended items contained statements which were measured on a Five Point-Likert scale, ranging from 'strongly disagree' to 'strongly agree'. The values set for interpreting the rating scales for both positive and negative statements are as follows:

Table 3.5

The rating scales for both positive and negative statements

Positive	Negative
1 means strongly disagree	5 means strongly disagree
2 means disagree	4 means disagree
3 means not sure	3 means not sure
4 means agree	2 means agree
5 means strongly agree	1 means strongly agree

The questionnaire was administered to both groups twice; first after the pre-test and second after the post-test. This questionnaire was one of the significant tools designed to collect information on students' motivation towards reading comprehension when utilizing the YouTube or the conventional method. It was made up of close-ended questions which required the respondents to select from a limited number of answers.

3.5.3 Semi-structured Interview

A set of four open-ended questions were prepared for the Experimental Group (see Appendix E-1), the Control Group (see Appendix E-2), together with a teacher to teach the Experimental Group (see Appendix F-1), and a teacher to teach the Control Group (see Appendix F-2). The researcher used a focus group interview format for students to examine their performance, perceptions, and beliefs in the context of their group activities, which referred to the YouTube or conventional methods, interests and experiences.

The focus group interviews were selected because as Stewart and Shamdasani (1990) have stated, focus groups are suitable for examining research where little is known about the phenomenon of interest. Social interaction between participants is the core issue in a focus group design. The researcher selected eight students (Krueger, 1994, 2000, 2002) for each group based on students' performance in the English language examination (School Mid-Term Examination, 2015) for this interview. Altogether, sixteen students were interviewed from both groups and their responses were recorded and interpreted by the researcher. Besides, the researcher also conducted face to face interviews with teachers where the respondents were free to express their ideas. The researcher selected two well-trained English teachers who had considerable experience in English teaching and with more than five years of teaching experience. This was done to explore the students' and the teachers' perceptions of the teaching methods. One advantage of an interview over a questionnaire is the interaction with the students which can increase the chances of the information being correct and complete (Gradman & Hanania 1991).

A semi-structured interview was carried out in the Thai language to ensure that the participants would be comfortable to participate. The interview was conducted after the eighth lesson, in order to get their responses on utilizing YouTube/conventional method of teaching. The questions were prepared to solicit the participants' opinions, views, likes, and dislikes towards utilizing YouTube/conventional method in reading comprehension (see Appendix E-1, E-2). However, the questions had to be unstructured, open-ended questions, to allow respondents to answer from different perspectives. In relation to this matter, Kreuger (1988) has opined that "why" questions should seldom be used in a focus

group as they force participants to offer quick answers that seem appropriate to the situation (1988, p.62).

For purposes of this research, the researcher used semi-structured interviews since the interviewer is left with little freedom to make any modifications. This study believes that the interview would be able to provide in-depth meaning into how the teachers and students view the teaching and learning of English reading comprehension by utilizing YouTube/conventional method. This fact is congruent with many scholars using the qualitative research methodology (i.e. Dzakiria, 2008; Elliot, 1990; Dzakiria, 2006; Maxwell, 2005; Merriam, 1998; Puvenesvary, 2008; Walker, 1980) who have clearly stated tha interview techniques provide opportunities to researchers with great insights and depths about a phenomenon compared to other data collection methods. The interview was considered an effective way to understand feelings, interests, attitudes and concerns of individuals (Gay & Airasian, 2003).

3.6 Pilot Study

Teijlingen and Hundley (2001, 2002) explained that a pilot study is conducted as a mini version of the full study. The pilot test in the present research was carried out for two reasons, first, to test the reliability and the validity of the research instruments used in the study in terms of content, time allocation and clarity of instructions and rubrics. Second, it was also to find out if there were any ambiguities in the items tested in the instruments used, in order to form suitable questions.

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The participants in the pilot test were 60 first year college students in Pattani district. Their performance in most of the subjects was moderate, but their performance in English was relatively low. In the first part of the pilot study, the students were given six sets of multiple choice questions based on six reading passages. The findings of the pilot test revealed that students did not have any problem with the passages and the questions used in the pilot test. In addition, the researcher found that the participants took 90 minutes to complete the 36 items in the test.

In the second part, the questionnaire was administered to the students after they finished the pre-test. The participants took 40 minutes to answer 34 items in the questionnaire. The reliability of the questionnaire on motivation towards instruction was tested and the value of alpha was 0.782 (see Appendix I). The findings of the pilot test showed that the instrument to measure motivation towards instruction had a high reliability.

Finally, the researcher identified five students from the group to conduct a mock interview in order to confirm that the students understood the open-ended questions. The researcher prepared six questions and chose four appropriate questions for the actual study based on students' response. The findings indicated that students did not have any problem with the questions asked.

3.7 Reliability and Validity

It is important to understand the reliability and validity of any instrument in order to correctly assess the resulting data. The term reliability refers to the process of testing to

ensure that the survey instrument procedures will repeat the same results under the same conditions each time (Creswell, 2003). It can be said that reliability is used to measure the quality of the research instruments and the validity of the measurement. Validity on the other hand indicates that the instrument used in the study is reliable. A measurement of reliability in a quantitative study can be tested by using statistical instruments (Jordan & Hoefer, 2001; Tashakkori & Teddlie, 1998) but reliability in qualitative research tends to be a contentious issue. However, Creswell (2002) claims that qualitative research uses various techniques to ensure validity, such as triangulation or member checking. Patton (1990b) has explained that triangulation refers to using various data collection methods and data resources to ensure the validity of the data.

In the current study, the YouTube material, teaching aids, lesson plans and instruments that were used were validated in terms of content and appropriateness of the items present in the questionnaire by experts in the field of applied linguistics and two well-trained English teachers who taught the Experimental Group and the Control Group. Cronbach Alpha was used to determine the reliability of the questionnaire on motivation and the value of alpha was 0.782 (see to Appendix I). Muijs (2011) and Singh (2007) state that an alpha of 0.70 or above is accepted as reliable. In addition, the researcher conducted a mock interview to ensure that the students understood the open-ended questions which were to be used in the real study. The findings indicated that the students did not have any problems with the instruments used.

3.8 Research Procedures

In this study, the entire research procedure can be divided into four phases. In the first phase, before commencing the research, the researcher reviewed previous literature related to this research to establish the purpose of this study. Based on this literature, the researcher formulated the research objectives and research questions of this study. Subsequently, the researcher selected the appropriate research method to collect and analyze data, which was the QUAN-Qual (Gay, Mills & Airasian, 2006) mixed method model, involving quantitative and qualitative methods. Following this, the researcher identified and selected the instruments which were relevant to this study, namely the pre-test and post-test, a questionnaire and a semi-structured interview.

In the second phase, the researcher carried out a pilot study to test and confirm the reliability and the validity of the instruments used. This was an important phase because the researcher had to look into the strengths and weaknesses of the materials and instruments that were to be used in the current research. During this time, the researcher made the necessary changes and adaptations to the instrument, after receiving valuable comments and feedback from authorities in their respected fields. When the results of the pilot study were found to be satisfactory, the researcher continued with the next phase which was carrying out the actual research.

In the third phase, the researcher carried out the study in both classes for a period of eight weeks. Two English teachers with more than five years of experience in teaching English were selected to teach the Experimental Group and the Control Group. A week before the actual study was carried out the researcher went to Narathiwat Technical College and gave

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a detailed briefing to both teachers regarding the whole teaching process using both YouTube and the conventional method. The researcher also reminded both teachers not to tell the students about the different methods used in teaching. YouTube was prepared for the Experimental Group while the conventional method was for the Control Group. This was to give time for both teachers to prepare before starting their lessons. At the same time, both teachers were given lesson plans for each passage in their respective groups. The researcher also explained to the teachers that they have to strictly follow the procedures outlined in the lesson plan.

During the first week, the teacher had to give a pre-test to both groups. After the pre-test was carried out, students from both groups were required to answer the questionnaire to investigate their motivation towards the lesson before any intervention was done. The questionnaire on motivation towards learning English was adapted from Keller (2010) and consisted of 34 items. From the second to ninth week, subjects from the Experimental Group were taught English comprehension by using YouTube as an additional tool and subjects from the Control Group were taught using the conventional method. Students from both groups were taught using the same passages (one comprehension passage per week). During the tenth week, students were given the post-test followed by the questionnaire to gauge their motivation towards learning English after the intervention. In the eleventh week, the researcher conducted an interview with eight respondents from each respective group. This was done to obtain students' responses on the use of YouTube/conventional method in the reading classroom. Eight respondents were selected according to students' performance in the English language examination (School Mid-Term Examination, 2015) for this interview. Altogether, sixteen students and two teachers

were interviewed from both groups and their responses were recorded and interpreted by the researcher.

Finally, in the fourth phase, the researcher analyzed the quantitative data collection using descriptive and inferential statistics. The responses from the interviews were transcribed and analyzed using code as Emerging Themes. Words or phrases that appeared to be similar were grouped into the same theme to see how they could support data for general findings. All these findings were compiled into the form of a research report and this research procedure can be seen in Figure 3.3
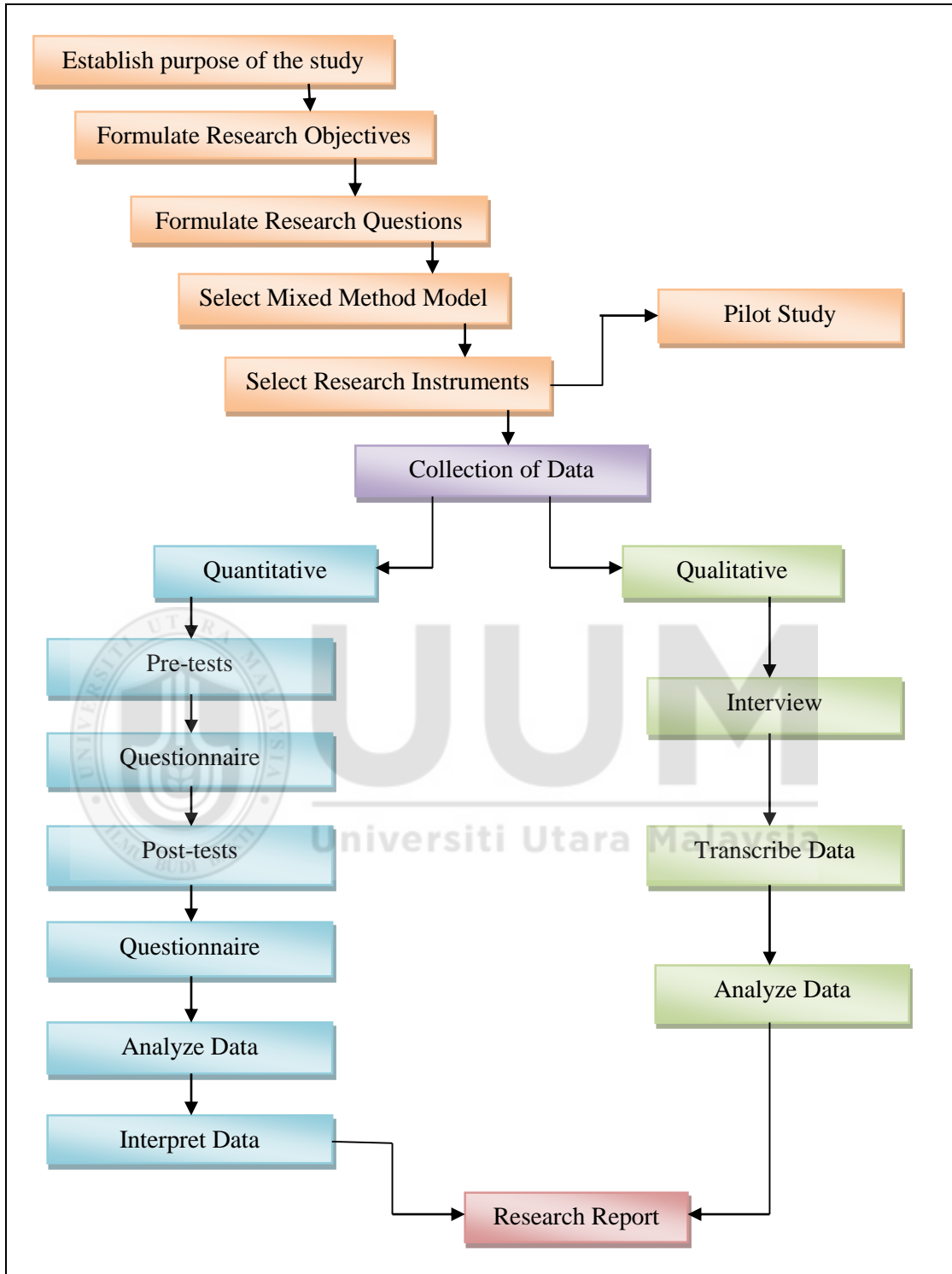
Figure 3.3. Research Procedure

Mixed method research procedure adapted from Onwuegbuzie & Leech (2004).

3.9 Data Collection Procedures

Two groups of students were selected, one as the Experimental Group who were taught using YouTube as an additional tool and the other the Control Group who were taught using the conventional method. In the first week, students from both groups were given a pre-test consisting of 36 items adapted from Bloom's Critical Thinking Cue Questions (Public Consulting Group's Centre for Resource Management, in partnership with the Council of Chief State School Officers, August 2007) (see Appendix C). After this pre-test was administered, students from both groups filled in a pre-questionnaire consisting of 34 items adapted from Keller (2010) to gauge their motivation towards the lesson before intervention was carried out (see Appendix D).

In the second week, the intervention started and continued for eight weeks of hourly sessions per week for both groups. After eight weeks of intervention, the students in both the Experimental Group and the Control Group were administered the post-test as well as post-questionnaires. Finally, in the eleventh week, the interview session was held for both the Experimental Group and the Control Group. The details of this procedure are given in Table 3.6.

Table 3.6

Procedure of data collection

Week	Activity	
	Experimental Group	Control Group
1st week	- Pre-test (90 mins)	- Pre-test (90 mins)
	- Questionnaire (40 mins)	- Questionnaire (40 mins)
2nd week – 9th week	- Intervention using eight YouTube reading passages (60 mins/a passage)	- Intervention using eight reading passages (60 mins/a passage)
10th week	- Post-test (90 mins)	- Post-test (90 mins)
	- Questionnaire (40 mins)	- Questionnaire (40 mins)
11th week	- Interview (90 mins)	- Interview (90 mins)

3.10 Data Analysis Procedures

The purpose of this study was to investigate the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation among Thai students. The participants in this study were 67 first year vocational students from Narathiwat Technical College; 33 students in the Experimental Group and 34 students in the Control Group. For supporting qualitative data, there were 16 interviews with the students from both groups and two interviews with the teachers from the Experimental Group and the Control Group to assess the students' and the teachers' perceptions about using YouTube/conventional method. The data were analyzed and interpreted quantitatively and qualitatively.

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3.10.1 Quantitative Data Analysis

Erickson (1986) defines data analysis as a process of generating assertions about the research findings. All quantitative data were analyzed with the Statistical Package for the Social Sciences (SPSS) Version 22.0. In the first stage, scores for reading comprehension from the pre-test and the pre-motivation questionnaires were collected from both the Experimental Group and the Control Group and were analyzed using the independent samples t-test. This was to determine the comprehension scores and the scores for the motivation questionnaires for the Experimental Group and the Control Group before the study was carried out. Subsequently the post-test scores for reading comprehension and the scores for the post-motivation questionnaires from both groups were analyzed using the independent samples t-test to examine the effects of intervention.

3.10.2 Qualitative Data Analysis

The qualitative data from the focus interviews were transcribed and analyzed using two types of coding: (a) open coding, and (b) axial coding (Strauss & Corbin, 1990). Open coding is the documentation of themes that appear from the data. During open coding the researcher read and reread the whole interview transcripts to classify and tentatively name the noticeable themes which were then labelled or coded. These themes served as the framework for analysis. Words or phrases that appeared to be alike were grouped into the same theme. The next stage was 'axial coding' or re-examination of the themes that had been identified, in order to determine whether they were linked. The purpose of axial coding was not only to define but to obtain a new understanding of the information of interest. The researcher built a conceptual model and determined whether sufficient data existed to support that interpretation. Original quotes from students

were translated back to back by the experts in the field of applied linguistics; English supervisors from Narathiwat Educational Area, English teachers from Princess of Naradhiwas University and two well-trained English teachers who taught the Experimental Group and the Control Group used these quotes as evidence to support these themes. All these findings were later compiled into the form of a research report. In this study, two methods were used to analysis the research questions, as shown in the table below:

Table 3.7

Research questions, instruments, and data analysis

Research Questions	Instruments	Data Analysis
1. Is there a significant difference in achievement in reading comprehension using LOTS questions between the Experimental Group and the Control Group?	Pre-test and Post-test	Independent sample t-test
2. Is there a significant difference in achievement in reading comprehension using HOTS questions between the Experimental Group and the Control Group?	Pre-test and Post-test	Independent sample t-test
3. Is there a significant difference in achievement in reading comprehension using overall questions between the Experimental Group and the Control Group?	Pre-test and Post-test	Independent sample t-test

Table 3.7 (continued)

4. Is there a significant difference in mean scores on motivation towards learning English between the Experimental Group and the Control Group?	Questionnaires	Independent sample t-test
5. What are the students' perceptions on the utilization of YouTube/conventional method in learning reading comprehension?	Interview	Coding
6. What are the teachers' perceptions on the utilization of YouTube/conventional method in teaching reading comprehension?	Interview	Coding

3.11 Ethical Issues

In order to obtain permission to conduct research at Narathiwat Technical Collage, the researcher sent a cover letter to the Head of the English Department of Narathiwat Technical College, requesting permission to conduct research with two classes: (a) one class majoring in mason as the Experimental Group using YouTube as an additional tool and (b) one class majoring in information technology as the Control Group using the conventional method, for eight weeks. In addition, the researcher also sent a letter to request permission from Dr. John M. Keller to use his questionnaires in this study (see Appendix H).

3.12 Variables

A variable is a perception or its empirical measure that can take on multiple values (Neuman, 2006). The variables used in this study were organized under the sub-headings "independent variables" and "dependent variables". The variable that is varied by the experimentalist is called an independent variable and the variable that is measured is called the dependent variable.

3.12.1 Independent Variables

The independent variables contain two main student groups with two treatments: Experimental Group (using YouTube as an additional tool) and the Control Group (using the conventional method).

3.12.2 Dependent Variables

The dependent variables are as follows:

    a) Mean scores of LOTS questions.

    b) Mean scores of HOTS questions.

    c) Mean scores of overall questions.

    d) Mean scores of motivation toward reading comprehension.

    e) Students' perceptions of reading comprehension using YouTube/conventional method.

    f) Teachers' perceptions of teaching reading comprehension using YouTube/conventional method

3.13 Research Framework

This study employed a quasi-experimental design. Two groups were selected; the Experimental Group and the Control Group. This study used two sets of variables, namely the independent variables (IV) and dependent variables (DV). The independent variables used in this study were YouTube and conventional method. Eight YouTube videos were prepared for the Experimental Group while the conventional method was applied to the students in the Control Group.

The dependent variables were the students' achievements in reading comprehension using LOTS, HOTS and overall questions, as well as students' motivation questions towards mastering English reading comprehension. Additionally, the qualitative part of this study explored the students' and the teachers' perceptions towards utilizing YouTube/conventional method in teaching and learning English reading comprehension. All these aspects were measured using pre-tests, post-tests, questionnaires and semi-structured interviews. The research framework of this study is presented in Figure 3.4

```
                    ┌──────────────────────────┐
                    │  EReading Comprehension  │
                    └──────────────────────────┘
```

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┌──────────────────────┐                    ┌──────────────────────┐
│  Experimental group  │                    │     Control group    │
└──────────────────────┘                    └──────────────────────┘
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┌──────────────────────┐                    ┌──────────────────────┐
│       YouTube        │                    │  Conventional method │
│ (Independent Variable)│                   │ (Independent Variable)│
└──────────────────────┘                    └──────────────────────┘
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┌───────────────────────────────────────────────────────────────────┐
│                      (Dependent Variables)                          │
│                                                                     │
│ (a) Mean scores of LOTS questions.                                  │
│                                                                     │
│ (b) Mean scores of HOTS questions.                                  │
│                                                                     │
│ (c) Mean scores of overall questions.                               │
│                                                                     │
│ (d) Mean scores on motivation toward reading comprehension.         │
│                                                                     │
│ (e) Students' perceptions of mastering reading comprehension        │
│      utilizing YouTube/conventional method                          │
│                                                                     │
│ (f) Teachers' perceptions of teaching reading comprehension         │
│      utilizing YouTube/conventional method                          │
└───────────────────────────────────────────────────────────────────┘
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Figure 3.4. Research Framework

3.14 Summary

The purpose of combining quantitative and qualitative methods is to strengthen the research method and reduce the weaknesses in using a single method. The quantitative method gives information on the effects of utilizing YouTube/conventional method and its merits while the qualitative method gives information on teachers' and students' perceptions on utilizing YouTube/conventional method for teaching and learning English reading comprehension. The researcher relies on a quasi-experimental research design. Two groups were selected; the Experimental Group and the Control Group, which were primarily associated with the quantitative research method consisting of a pre-test, post-test and questionnaire, supported by semi-structured interviews as supplementary tools. However, using only the data from the pre-test, post-test and questionnaire were not enough to describe the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation among Thai students. The data further revealed in depth information about the complexity of the real situation in utilizing YouTube/conventional method in the EFL reading comprehension class among Thai students in Narathiwat Technical College.

CHAPTER FOUR
FINDINGS

4.1 Introduction

The purpose of this study was to investigate the effects of utilizing material from YouTube on LOTS and HOTS in reading comprehension and motivation among Thai students. This chapter presents the findings from data collected and analyzed based on three measures: pre-test and post-test, questionnaire, and semi-structured interviews. The quasi-experimental design was used in this study to determine the effects of using different types of teaching methods to teach English reading comprehension. Two groups of first year students were selected to participate in this study. The Experimental Group was taught using YouTube as an additional tool and the Control Group was taught using the conventional method. This study was done over a period of eight weeks.

This chapter is divided into four parts. The first part reports the steps used to collect the quantitative data from the pre-test, post-test and questionnaire. All quantitative data was collected from both the Experimental Group and the Control Group and analyzed using SPSS for windows version 22.0. Secondly, this section provides the qualitative data analysis. Additionally, semi-structured interviews were carried out to collect qualitative data to support this study. The qualitative data was analyzed using open coding and axial coding and then grouped into themes known as Emerging Themes. Original quotes from students were translated back to back by experts in the field of applied linguistics; English supervisors from Narathiwat Educational Area, English teachers from Princess of Naradhiwas University and two well-trained English

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teachers who taught in the Experimental Group and the Control Group. Thirdly, the results were summarized. Finally, the summary is presented at the end of this chapter.

The researcher employed the independent samples t-test to analyze these four research (null) hypotheses.

1. There is no significant difference in the mean scores for reading comprehension (using LOTS questions) between the Experimental Group and the Control Group.

2. There is no significant difference in the mean scores for reading comprehension (using HOTS questions) between the Experimental Group and the Control Group.

3. There is no significant difference in the mean scores for reading comprehension (using both LOTS and HOTS questions) between the Experimental Group and the Control Group.

4. There is no significant difference in the mean scores for motivation towards learning English between the Experimental Group and the Control Group.

Consequently, the researcher analyzed and interpreted the additional qualitative data on students' and teachers' responses to the three open-ended questions in the interviews which were carried out at the end of the experiment. The researcher transcribed all responses and summarized them into meaningful interpretations, followed by the summary.

4.2 Quantitative Data Analysis and Findings of the Study

In this section, the researcher presents the quantitative data analysis based on the Independent Sample T-test which tested all four null hypotheses, answering Research Questions 1, 2, 3 and 4. Findings from this data recorded the subjects' achievements

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in reading comprehension using LOTS, HOTS and overall questions and students' motivation towards mastering English reading comprehension.

4.2.1 Students' achievement in reading comprehension (using LOTS questions)

Ho 1: There is no significant difference in the mean scores for reading comprehension (using LOTS questions) between the Experimental Group and the Control Group.

The purpose of this analysis was to see the difference in the mean scores for reading comprehension (using LOTS questions) between the Experimental Group and the Control Group. The test was conducted to examine differences between the pre-test and post-test scores from six passages. Each passage consisted of six questions (four questions for LOTS and two questions for HOTS). The results for all questions are shown in Table 4.1 and Table 4.2.

Table 4.1

Comparison between mean scores for LOTS questions in the pre-test

Group	N	Mean	SD	Mean Difference	t-value	Df	p-value
Experimental	33	17.91	1.07	-.06	-.23	65	.82
Control	34	17.97	1.11				

Level of significance is at p<0.05

Table 4.1 shows the mean scores for reading comprehension (using LOTS questions) in the pre-test. The mean score for the Experimental Group was 17.91 while the Control Group had a mean score of 17.97. Findings from the independent samples t-

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test revealed that there is no significant difference in the mean scores for reading comprehension (using LOTS questions) between the Experimental Group and the Control Group in the pre-test (t = -.23, df = 65, p = .82).

Table 4.2

Comparison between mean scores for LOTS questions in the post-test

Group	N	Mean	SD	Mean Difference	t-value	df	p-value
Experimental	33	20.70	1.24	2.40	9.09	65	.00
Control	34	18.29	.91				

Level of significance is at p<0.05

Table 4.2 explains the mean scores for reading comprehension (using LOTS questions) in the post-test. The mean score for the Experimental Group was 20.70 while the Control Group had a mean score of 18.29. Findings from the independent samples t-test revealed that there is a significant difference in the mean scores for reading comprehension (using LOTS questions) between the Experimental Group and the Control Group in the post-test (t = 9.09, df = 65, p = 0.00). Therefore, the findings reject null hypothesis 1 and Research Question 1 has been answered. The findings clearly indicate that the use of YouTube in teaching reading comprehension has significantly improved the Experimental Group's reading comprehension skills (using LOTS questions) compared with the Control Group who was taught using the conventional method.

4.2.2 Students' achievement in reading comprehension (using HOTS questions)

Ho 2: There is no significant difference in the mean scores for reading comprehension (using HOTS questions) between the Experimental Group and the Control Group.

The purpose of this analysis was to see the difference in the mean scores for reading comprehension (using HOTS questions) between the Experimental Group and the Control Group. The test was conducted to examine differences between the pre-test and post-test scores from six passages. Each passage consists of six questions (four questions for LOTS and two questions for HOTS). The results of all the questions are shown in Table 4.3 and Table 4.4.

Table 4.3

Comparison of the mean scores for HOTS questions in the pre-test

Group	N	Mean	SD	Mean Difference	t-value	df	p-value
Experimental	33	6.30	.47	.13	1.05	65	.30
Control	34	6.18	.52				

Level of significance is at p<0.05

Table 4.3 shows the mean scores for reading comprehension (using HOTS questions) in the pre-test. The mean score for the Experimental Group was 6.30 while the Control Group had a mean score of 6.18. Findings from the independent samples t-test revealed that there was no significant difference in the mean scores for reading comprehension (using HOTS questions) between the Experimental Group and the Control Group in the pre-test (t = 1.05, df = 65, p = .30).

Table 4.4

Comparison of mean scores for HOTS questions in the post-test

Group	N	Mean	SD	Mean Difference	t-value	df	p-value
Experimental	33	10.76	.66	4.29	28.56	65	.000
Control	34	6.47	.56				

Level of significance is at p<0.05

Table 4.4 shows the mean scores for reading comprehension (using HOTS questions) in the post-test. The mean score for the Experimental Group was 10.76 while the Control Group had a mean score of 6.47. Findings from the independent samples t-test revealed that there is a significant difference in the mean scores for reading comprehension (using HOTS questions) between the Experimental Group and the Control Group in the post-test (t = 28.56, df = 65, p = 0.000). Therefore, the findings reject null hypothesis 2 and Research Question 2 has been answered. The findings indicate that the use of YouTube in teaching reading comprehension significantly enhanced the Experimental Group's reading comprehension skills (using HOTS questions) compared with the Control Group who was taught using the conventional method.

4.2.3 Students' achievement in reading comprehension (overall questions)

Ho 3: There is no significant difference in the mean scores for reading comprehension (overall questions) between the Experimental Group and the Control Group.

The purpose of this analysis was to see the difference in the mean scores for reading comprehension (using overall questions) between the Experimental Group and the Control Group. The test was conducted to examine differences between the pre-test and post-test scores from six passages. Each passage consisted of six questions (four questions for LOTS and two questions for HOTS). The results of all the questions are shown in Table 4.5 and Table 4.6.

Table 4.5

Comparison of mean scores for overall questions (LOTS and HOTS) in the pre-test

Group	N	Mean	SD	Mean Difference	t-value	Df	p-value
Experimental	33	24.21	1.17	.07	.24	65	.81
Control	34	24.15	1.08				

Level of significance is at p<0.05

Table 4.5 explains the mean scores for reading comprehension (using overall questions) in the pre-test. The mean score for the Experimental Group was 24.21 while the Control Group had a mean score of 24.15. Findings from the independent samples t-test revealed that there is no significant difference in the mean scores for reading comprehension (using overall questions) between the Experimental Group and the Control Group in the pre-test (t = .24, df = 65, p = .81).

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Table 4.6

Comparison of the mean scores for overall questions in the post-test

Group	N	Mean	SD	Mean Difference	t-value	Df	p-value
Experimental	33	31.45	1.30	6.69	24.94	65	.000
Control	34	24.76	.85				

Level of significance is at p<0.05

Table 4.6 shows the mean scores for reading comprehension (using overall questions) in the post-test. The mean score for the Experimental Group was 31.45 while the Control Group had a mean score of 24.76. Findings from the independent samples t-test revealed that there was a significant difference in the mean scores for reading comprehension (using overall questions) between the Experimental Group and the Control Group in the post-test (t = 24.94, df = 65, p = 0.000). Therefore, the findings reject null hypothesis 3 and Research Question 3 has been answered. The findings indicate that the use of YouTube in teaching reading comprehension significantly enhanced the Experimental Group's reading comprehension skills (using overall questions) compared to the Control Group who was taught using the conventional method.

4.2.4 Students' motivation scores

Ho 4: There is no significant difference in the mean scores for motivation towards learning English between the Experimental Group and the Control Group.

The purpose of this analysis is to see the difference in the mean scores for motivation towards learning English between the Experimental Group and the Control Group. The

questionnaire applied in this current study was planned to examine differences between the pre-test and post-test motivation scores from 34 items adapted from Keller (2010). The results of the questionnaire are shown in Table 4.7 and Table 4.8.

Table 4.7

Comparison of mean scores for motivation in the pre-test

Group	N	Mean	SD	Mean Difference	t-value	df	p-value
Experimental	33	92.33	1.63	.51	1.43	65	.16
Control	34	91.82	1.27				

Level of significance is at $p<0.05$

Table 4.7 explains the mean score for motivation in the pre-test. The mean score for the Experimental Group was 92.33 while the Control Group had a mean score of 91.82. Findings from the independent samples t-test revealed that there was no significant difference in the mean scores for the motivation questions between the Experimental Group and the Control Group in the pre-test ($t = 1.43$, $df = 65$, $p = .16$).

Table 4.8

Comparison of mean scores for motivation in the post-test

Group	N	Mean	SD	Mean Difference	t-value	df	p-value
Experimental	33	104.58	4.53	11.08	13.73	65	0.00
Control	34	93.50	1.24				

Level of significance is at $p<0.05$

Table 4.8 shows the mean scores for motivation in the post-test. The mean score for the Experimental Group was 104.58 while the Control Group had a mean score of 93.50. Findings from the independent samples t-test revealed that the Experimental Group performed significantly better in motivation compared with the Control Group in the post-test (t = 13.73, df = 65, p = 0.00). Therefore, the findings reject null hypothesis 4 and Research Question 4 has been answered. The findings indicate that the use of YouTube in teaching reading comprehension significantly improved the Experimental Group's motivation compared with the Control Group who was taught using the conventional method.

4.3 Qualitative Analysis of Students' Perceptions

Research Question 5: What are the students' perceptions of the utilization of YouTube/conventional method in learning reading comprehension?

The purpose of these interviews was to gain information on students' perceptions and opinions towards learning English reading comprehension using YouTube/conventional method. The researcher used a qualitative approach to examine all responses from the 16 students from the Experimental Group and the Control Group. Answers to each question were analyzed and interpreted to provide answers for Research Question 5. Original quotes from the participants were translated back to back by experts in the field of applied linguistics, English supervisors from Narathiwat Educational Area, English teachers from Princess of Naradhiwas University and two well-trained English teachers who taught the Experimental Group and the Control Group. Table 4.9 presents the three Student's Interview Questions used by the researcher during the interviews.

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Table 4.9

Student's Interview Questions

No	Question
1	Do you like the method (YouTube/conventional method) used by the teacher in the EFL reading comprehension class? Explain why.
2	Did the utilization of the method (YouTube/conventional method) used by the teacher help to improve your EFL reading comprehension? Explain how.
3	Do you think the teacher should use this method (YouTube/conventional method) to teach EFL reading comprehension in the future? Explain why.

Subsequently, the findings are intended to support the quantitative data findings on the effectiveness of using YouTube/conventional method employed to teach English reading comprehension. The researcher could gain insight into their likes, dislikes and perceptions regarding the use of both methods in the English reading classroom. These questions are intended to answer Research Question 5 (What are the students' perceptions on the utilization of YouTube/conventional method in reading comprehension?). On the whole, the participants agreed that the passages and practice exercises given in the programme were appropriate.

The following part of this chapter deliberates on the analysis and interpretation of students' responses to the Student's Interview Questions. All questions were conducted in the Thai language, which were then translated back to back by experts in the field of applied linguistics, English supervisors from Narathiwat Educational Area, English teachers from Princess of Naradhiwas University and two well-trained English teachers who taught in the Experimental Group and the Control Group, to ensure that the students easily understood all the questions. For each question the researcher listed the emerging themes or key words mentioned by students and reported the findings

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based on these responses. Students from the Experimental Group were named respondent 1 (R1) to respondent 8 (R8) while students from the Control Group were named respondent 9 (R9) to respondent 16 (R16).

4.3.1 Student's Interview Question 1: Do you like the method (YouTube/conventional method) used by the teacher in the EFL reading comprehension class? Explain why.

This question sought students' perceptions regarding the use of YouTube/conventional method in the EFL reading comprehension class. The perceptions and opinions of the students in the Experimental Group and the Control Group were coded as Emerging Themes in Table 4.10 and Table 4.11.

Table 4.10

Emerging Themes from students' responses to Student's Interview Question 1 (Experimental Group)

Group	Emerging Themes
Experimental	Like, good, enjoy, understand, provide a lot of information, pay attention, interesting, attractive, exciting, provide sounds and pictures, entertain, remember, relax, involve real life

Table 4.10 shows the results of the Emerging Themes from data analysis and explains perceptions of the students from the Experimental Group in responding to Student's Interview Question 1 (Do you like the method (YouTube) used by the teacher in the EFL reading comprehension class? Explain why.).

The Experimental Group

It was noted by the researcher during the class sessions of intervention that the teacher delivered the lesson actively. She greeted the students warmly, introduced the materials to be taught and asked LOTS and HOTS questions to guide the students as was highlighted in the lesson plan given. The students enjoyed the activities because of the teacher's performance and the videos shown. The Following are the responses of students to Student's Interview Question 1:

> R1: Female. I like to study with YouTube because emm (pause) using YouTube is good and easy to understand. It provides a lot of information. It makes me err (pause) pay more attention to reading class. Besides, learning using YouTube is very interesting, fun and enjoy but sorry to say emm (pause) last time the teacher did not use it while teaching.

Respondent 1 agreed to the use of YouTube. She mentioned that YouTube enabled her to understand the lessons better. She also gave the reason that YouTube provides a lot of information and motivates her to pay more attention to the lesson. Moreover, she found that learning using YouTube was very interesting, making it enjoyable and fun to learn EFL reading comprehension but unfortunately the teacher did not integrate YouTube in past lessons.

> R2: Male. I like to study using err (pause) YouTube. It helps me to feel emm (pause) happy and enjoy. Through YouTube I can understand the lesson better. Study using YouTube is exciting because err (pause) I can hear sounds and see pictures. Before using YouTube err (pause) I think English subject is a difficult subject but when the teacher uses YouTube makes me emm (pause) easier and I learn with enjoyable and can say that English become emm (pause) interesting subject for me now.

Respondent 2 further elaborated that English is a difficult subject for him but the sounds and pictures provided by YouTube made learning English easier and more

enjoyable compared with the past when YouTube was not used. Similar views were expressed by respondent 3 and respondent 4.

> R3: Male. Yes, I do. Using YouTube in teaching English reading comprehension is good because emm (pause) I can understand the lesson better and err (pause) enjoy learning. Using YouTube in learning English is err (pause) make me happy and pleasurable. Personally, emm (pause) English is a difficult subject for me but by integrating YouTube English becomes easier.

> R4: Female. Yes, using YouTube in English reading class is emm (pause) entertain and enjoy. I and my friends emm (pause) agree with the use of YouTube because err (pause) we can understand what we learn.

> R5: Male. I like to study by err (pause) using YouTube. I feel err (pause) interesting and entertaining. I am a weak student of English. Emm (pause) I feel lazy to study English because I do not understand English. By using YouTube can remove my laziness err (pause) I mean brings me to pay more attention on the lesson.

Respondent 5 stressed that utilization of YouTube was not only entertaining but also helped weak students to improve their reading comprehension skills.

Three of the respondents (R6, R7 and R8) even said that they felt more relaxed in the classroom with the use of YouTube. In reality, the students found the usage of YouTube made the reading class more interesting and enjoyable. Besides, they asserted that watching YouTube helped them to remember the scenarios better. However, one of the respondents from this group (R7) mentioned that she always felt sleepy while learning English but the sounds and pictures presented by YouTube enabled her to be attracted to the lessons and prevented her from sleeping (Respondent 7). In addition, Respondent 8 also mentioned that using YouTube brought her into involvement with real life situations because YouTube provides *authentic material*.

As a result, she felt more relaxed when learning comprehension because learning was more fun. The following are their responses:

> R6: Male. I like to study using YouTube. Integrating YouTube in err (pause) teaching and learning English is more interesting and helps students to emm (pause) pay more attention to the lesson. Study by using YouTube helps me to feel relaxes not tension because err (pause) It makes me err (pause) enjoy learning. Study using YouTube is emm (pause) interesting because emm (pause) I like sounds and pictures provided by YouTube. While learning, emm (pause) I feel enjoyable and not dull.

> R7: Female. Yes, I do. Using YouTube in teaching and learning English reading comprehension is err (pause) more attractive and enjoy. I like sound from YouTube because emm (pause) it makes me not sleepy. It encourages me to emm (pause) pay more attention to the lesson. By using YouTube err (pause) helps me to feel err (pause) relax and involve in real life. I like to err (pause) hear sounds from YouTube because emm (pause) it makes me feel enjoyable in learning and err (pause) can remember the lesson.

> R8: Female. I like YouTube because err (pause) it provides authentic material which err (pause) involve in real situation makes me feel err (pause) relax and fun in learning.

The findings from Student's Interview Question 1 show that all students from the Experimental Group liked their teacher to utilize YouTube in teaching English reading comprehension. These extracts show that students from the Experimental Group liked the use of YouTube because YouTube provides both sounds and images which enable the students to focus on the lessons and the class became more interesting and encouraged them to learn in an environment of fun and joy. Through pictures provided by YouTube the teacher brought them to be involved in real life happenings which helped them to remember the situations and this made them feel relaxed. YouTube enabled them to understand and remember the information in the lesson better. Three of the respondents (R1, R2 and R3) even said that using YouTube made English reading lessons easier. As a whole, it can be said that English classes become more

conducive and enjoyable when the teacher integrates YouTube in the teaching-learning process because YouTube provides both sounds and pictures which bring students to be involved in real life situations, which in turn help them to understand the lessons better. Therefore, YouTube can be regarded as one of the effective additional tools to be used in teaching and learning English reading comprehension among Thai students.

Table 4.11

Emerging Themes from students' responses to Student's Interview Question 1 (Control Group)

Group	Emerging Themes
Control	Not good, dull, understand, less understanding, not interesting, sleepy, not exciting, difficult to follow the event, not attractive

Table 4.11 shows the results of the Emerging Themes from data analysis and explains the perceptions of the students from the Control Group in responding to Student's Interview Question 1 (Do you like the method (conventional method) used by the teacher in the EFL reading comprehension class? Explain why.).

The Control Group

On students' perceptions towards the use of the conventional method in the reading class, there were mixed views from respondents. Based on observation, it was clear the teacher purely used the conventional method, which meant the teacher was active in the class. The teacher started the lesson by showing three pictures related to the topic and asked for some comments. Then the teacher read the text slowly, sentence by sentence, gave the meanings of the words, summarised the text and asked students mainly LOTS questions. The students followed the instructions given by the teacher.

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Most of the students felt the conventional method was dull because the teacher explained the reading text and only showed them pictures. These students were polite and always kept quiet in the class. On the other hand, they faced difficulty in interpreting new words and summarising the whole reading text. From their responses it can be concluded that the majority of the students from the Control Group did not like the use of the conventional method in the classroom. Consequently, after learning for some time, the class lost concentration as the teacher continually instructed them to read and listen. A few students left the class to go to the toilet; other students felt sleepy and some students were talking. It indicated their lack of interest in learning English in the reading class.

Only two respondents stated that they liked or did not mind the conventional method. On the other hand they said that the method was dull and not interesting because it was more teacher centred as most of the time the teacher translated from English to the Thai language.

> R9: Female. I think this way of teaching is ok (acceptable). The English teacher err (pause) usually reads to the students sentence by sentence and err (pause) askes students to repeat. For me this method is a bit dull.

> R12: Female. Using this way of teaching is ok (acceptable) but uninteresting, the teacher emm (pause) reads slowly and translate helps me to understand the text. The students err (pause) can ask the teacher if they do not know the meaning.

Six students from the Control Group stressed that did not like the conventional method for various reasons. Respondent 10 and Respondent 13 expressed their perceptions as follows:

> R10: Male. No, I do not like. Using this way of teaching err (pause) makes the lesson tedious. I and my friends err (pause) always feel sleepy. The teacher sits

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on her chair and err (pause) reads the text to the students. We err (pause) do not like this way of teaching. It is emm (pause) dull, pictures are not moving.

R13: Male. Using this way of teaching is not good because it makes me sleepy. Emm (pause) the teacher will read and askes students err (pause) to repeat sentence by sentence and gives meaning of words. Same thing again and again.

Respondent 10 and respondent 13 elaborated more and said that using the conventional method made them feel sleepy because only the teacher was active in the class. In other words the lesson is more teacher-oriented and the students are not engaged in the lesson. Their main complaint was the conventional method used by the teacher was dull and tedious due to uninteresting teaching aids such as the pictures given by the teacher which made them feel sleepy.

Respondent 14, Respondent 15 and 16 expressed unhappiness with the conventional method. The following are their responses:

R14: Male. This method I don't like. This way of teaching is err (pause) tedious and not attractive. The teacher err (pause) will play her role to do everything. The students are err (pause) only listen to the teacher. I do not like to study using err (pause) this way of teaching. Sometimes the teacher will use pictures. The pictures are err (pause) not interesting because emm (pause) they are only static pictures err (pause) difficult to follow the steps or events in the passages.

R15: Female. Using this way of teaching is err (pause) uninteresting, should change to new way of teaching. Personally, emm (pause) I like something new and different. This way of teaching is an old way of teaching err (pause) which is quite tedious. Most of us do not like this old way of teaching because it is tedious. Err (pause) many subjects err (pause) using this way of teaching. For me, even the teacher shows pictures but we need sounds to hear because err (pause) sounds make me feel fresh not sleepy err (pause) I mean sounds which not from the teacher. Sounds might be from students who the teacher selected to read the passage.

R16: Male. No, I am not happy. Using this way of teaching is tiring to learn. Nothing interesting because err (pause) everything is prepared by the teacher. There is no group discussion, no video clips or music to make the lesson

interesting. The students only listen and repeat sentences or answers after the teacher. Err (pause) remember what the teacher explain.

Respondent 14 stressed that the teaching style was not attractive and this made learning tedious for them. The teacher also failed to use effective teaching tools to attract the students' attention. Sometimes the teacher used static pictures which did not help the students much to follow the events or steps in the comprehension passage. In addition, respondent 15 also stressed that the conventional method was dull because the students were not actively engaged in the lessons. Only selected students were asked to read the passage aloud in the class and the rest were required to listen. Respondent 16 also opined that the conventional method was not interesting and he felt it tedious to learn. He also stressed that there was no group discussion and students were passive learners. Sometimes the students repeated sentences or answers after the teacher.

One respondent (R11) also stressed that the conventional method was not exciting because students were passive learners. As such sometimes she talked to her friends softly and she gradually lost interest in learning because the teacher only sat in front of the class. As a whole, the majority of students lacked interest in learning English in the reading class as they found this method dull. Moreover, she also claimed that the teacher used the same limited methods throughout the course in teaching English reading.

> R11: Female. I do not like this way of teaching. This way of teaching err (pause) is unexciting because the students will only err (pause) listen to the teacher. There is nothing different with first time I emm (pause) come to study here. This way of teaching is emm (pause) dull because the pictures given by teacher are emm (pause) without background music and sounds only come from emm (pause) the teacher. I sometimes, emm (pause) feel sleepy and emm (pause) I

will talk slowly to my friends because emm (pause) the teacher sits in front of the class. I really do not like this way of teaching.

The findings from Student's Interview Question 1 show that the majority of students from the Control Group do not like their teacher to use the conventional method. These extracts show that most of the students in this class were active students but the English subject was difficult for them. In addition, the method used was not interesting. Thus they felt it tedious and did not agree with the use of the conventional method. Their main complaint was the conventional method used by the teacher was uninteresting, not motivating and tedious due to uninteresting teaching aids such as the pictures shown by the teacher, which made them feel dull and sleepy.

4.3.2 Student's Interview Question 2: Did the utilization of the method (YouTube/conventional method) by the teacher help you to improve EFL reading comprehension? Explain how.

This question sought the students' perceptions on the *helpfulness* of the YouTube/conventional method in the reading class. Opinions and views expressed by the students in the Experiment Group and the Control Group were coded as Emerging Themes in Table 4.12 and Table 4.13.

Table 4.12

Emerging Themes from students' responses to Student's Interview Question 2 (Experimental Group)

Group	Emerging Themes
Experimental	Understand, pay more attention, motivate, involve real life, activate background knowledge, able to give examples, concentrate, guess meaning, remember the event, provides critical thinking

Table 4.12 shows the results from the Emerging Themes of data analysis and explains the opinions of the students from the Experimental Group in responding to Student's Interview Question 2 (Did the utilization of the method (YouTube) used by the teacher help to improve your EFL reading comprehension? Explain how.).

The Experimental Group

The videos used in this study which were introduced to the students in the Experimental Group were received well by the students. All the eight respondents were happy with the use of YouTube. The students agreed that the information from YouTube helped them to understand the texts. Besides, YouTube attracted the students to pay more attention to the lesson as well as motivate them to learn more and love to learn in the English reading class as can be seen in the following responses by some of the students:

> R1: Female. English is a difficult subject for most of us. Using YouTube helps me to understand the lesson because err (pause) it gives a lot of information and easy to understand. I and my friends err (pause) pay more attention when the teacher let us watch YouTube. English subject becomes easier than before. I am happy to learn English by using YouTube because it also motivates me in learning.

R2: Male. Most of us are weak in English. Our problem is cannot understand the English lesson but after using YouTube the lesson is easier. Err (pause) for me, understand the lesson is important and by integrating YouTube helps me to understand the lesson better. Emm (pause) I love to study English now. YouTube motivates me to learn more and concentrate on the lesson." There are many words from the text which I do not know the meaning but emm (pause) through YouTube I am able to guess meaning from the text. YouTube also makes me err (pause) pay more attention towards the lesson.

Some students stated that English was a difficult subject for them but after using YouTube English became easier. The students stressed that the colourful images with sounds in YouTube attracted their attention. It also helped them to remember the scenario and they were able to understand the lessons better because it provided a lot of information to help the students to pay more attention to the lesson. In addition, YouTube also helped some students to guess the meanings of difficult words which were present in the reading text. Being able to guess the meanings might bring students to improve their reading comprehension and be able to answer HOTS questions asked by the teacher during comprehension lessons. In addition, respondent 5 asserted that YouTube also improved his listening skills as it created the platform for him to practice his listening skills:

R4: Female. For me, err (pause) using YouTube is easy to remember and understand the lesson. Videos and colourful pictures with sounds are interesting. I can pay more attention. Usually, err (pause) when I read a text, I feel difficult to understand because err (pause) sometimes I give wrong meaning of some words but emm (pause) after the teacher integrate YouTube err (pause) I can guess meaning and keep remember the event. It motivates me to emm (pause) pay more attention on the lesson. Pictures from YouTube err (pause) show real life help me to emm (pause) activate my background knowledge and recall back emm (pause) my memory. For difficult subject like English err (pause) the teacher should use err (pause) YouTube to help students in order to understand the lesson.

R5: Male. YouTube gives more information which err (pause) helps me to understand better. English is very difficult subject for me. Err (pause) I am sorry

to tell you that before using YouTube I sometimes skip the English class because I do not understand the lesson. Now I attend the class regularly. Study English using YouTube is good because emm (pause) it integrate with listening skill helps me to practice listening and can listen to different accents. YouTube helps me to remember the event too.

R6: Male. Through YouTube I can err (pause) understand the text better because of YouTube involves real life. As a result, I can give examples from err (pause) what I have learnt such as 'how to grow paddy' and err (pause) helps me to remember the step of growing paddy. I can remember the lesson and I mostly can answer teacher's questions.

Some respondents also mentioned that YouTube involves real life experiences because pictures can activate students' background knowledge, for example, on *'How to Grow Paddy'*. In real life students see paddy fields on both sides of the road. During paddy growing seasons students can see the actual growing of paddy. When they watch YouTube clips on *'How to Grow Paddy'* the information from YouTube activates students' background knowledge of growing paddy. As a result, it helps students to understand and remember the events from the lesson better. After learning using eight YouTube videos, the students were also able to give examples from the videos they had viewed in class. Most students were able to give examples from YouTube on the following themes; health, agriculture and tourism. The following responses represent these views:

R3: Male. By integrating YouTube err (pause) it helps me to remember the event because emm (pause) through YouTube I can see the pictures and err (pause) keep it into my mind and able to relate to my experiences. I also can give examples from YouTube such as emm (pause) 'how to relax your mind' and some other topics. Besides, through pictures from YouTube I can guess meaning of some words and err (pause) helps me to comprehend the text better.

R6: Male. Through YouTube I can err (pause) understand the text better because of YouTube involve real life able to emm (pause) match with my previous information. As a result, I can give examples from err (pause) what I have learnt

such as 'how to grow paddy' and err (pause) helps me to remember the step of growing paddy.

R7: Female. YouTube shows me the reality of event help me to err (pause) connect with my previous information. I am able to give examples to the teacher err (pause) such as Silom Night Market and emm (pause) also can keep in my memory.

As YouTube provides both sounds and pictures, students are able to practice listening skills. It means using YouTube not only improves reading skills but it also integrates listening skills and other related skills which are also important for the process of learning. Respondent 5 revealed that with the use of YouTube he attended class regularly. In other words he was motivated to learn. Similarly, respondent 8 also stressed that since YouTube was used she looked forward to the English class, which also indicates that she was motivated to learn English. Following are extracts from their interviews:

R5: Male. YouTube gives more information which err (pause) helps me to understand better. English is very difficult subject for me. Err (pause) I am sorry to tell you that before using YouTube I sometimes skip the English class because I do not understand the lesson. Now I attend the class regularly. Study English using YouTube is good because emm (pause) it integrate with listening skill helps me to practice listening and can listen to different accents.. YouTube helps me to remember the event too.

R8: Female. Besides, it is easy to understand the lesson and err (pause) able to comprehend the text easily because YouTube err (pause) provides a lot of information. Study English using YouTube is really good. I can err (pause) focus on the lesson because err (pause) sounds and pictures attract me. I also can remember the lesson better than reading from the text. Sounds from YouTube which given by the teacher err (pause) helps me to get familiar with different accents and I can practice listening skill. Nowadays I look forward my English lesson.

Moreover, according to respondent 6 and 7 YouTube also trains students to activate their prior knowledge (schema), which in turn helps them to think critically, especially in answering HOTS questions.

> R6: Male. Through YouTube I can err (pause) understand the text better because of YouTube involve real life able to emm (pause) match with my previous information. As a result, I can give examples from err (pause) what I have learnt such as 'how to grow paddy' and err (pause) helps me to remember the step of growing paddy. Moreover, YouTube err (pause) helps me to think critically.

> R7: Female. YouTube shows me the reality of event help me to err (pause) connect with my previous information and emm (pause) provides critical thinking. I am able to give examples to the teacher err (pause) such as Silom Night Market and emm (pause) also can keep in my memory.

The findings of Student's Interview Question 2 indicate that all respondents from the Experimental Group were satisfied with the use of YouTube because it provided them a lot of information, in addition to including sounds and pictures which brought them to be involved in real situations and helped them to remember the scenario better. Besides, YouTube enabled them to guess the meanings of difficult words and helped students to understand the reading text better. In addition, YouTube also motivated them to learn more and concentrate on the English reading lesson. Moreover, the participants also mentioned that using YouTube helped them to get familiar with different accents from different narrators.

With all these advantages, YouTube remains a motivating factor in the English reading comprehension class. In other words, when students were more involved in the learning process, they were able to understand the lesson and remember the situations better. After watching YouTube, students were able to give examples of what they had learned and the students become more motivated in class. The utilization of You Tube

also activated their schema which in turn helped to enhance their reading comprehension skills. As a whole, using YouTube helped improve the English reading comprehension skills of the Experimental Group. The students were able to answer the comprehension questions asked by their teacher.

Table 4.13

Emerging Themes from students' responses to Student's Interview Question 2 (Control Group)

Group	Emerging Themes
Control	Understand, give examples, less understand, cannot summarise, cannot guess meaning, cannot concentrate, cannot remember the event, dull

Table 4.13 shows the results of the Emerging Themes from data analysis and explains the opinions of the students from the Control Group in responding to Student's Interview Question 2 (Did the utilization of the method (conventional method) used by the teacher help to improve your EFL reading comprehension? Explain how.).

The Control Group

In contrast to the experimental group, the Control group expressed mixed views. The respondents did not give very encouraging answers regarding their views on whether the conventional method helped them to understand the text. Only two respondents felt that they understood the text with the help of the conventional method. Their views are as follows:

> R9: Female. This way of teaching helps me to err (pause) understand the text. The teacher also emm (pause) explains the meaning of new words and err (pause) explains the text in detail. But when the teacher asks me to summarise and give meaning of some words in the text I cannot do it well.

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R12: Female. Based on this way of teaching, emm (pause) the teacher will prepare everything to the students and emm (pause) students have to listen, emm (pause) remember what the teacher said. I can understand the text but when the teacher ask me questions I face difficulty to answer the questions.

From the responses above it can be concluded that through the conventional method the students were able to understand the reading text but could not keep information in long term memory and faced difficulty in answering comprehension questions. However, six respondents (R10, R11, R13, R14, R15 and R16) claimed that they did not concentrate on the lesson while the teacher was using the conventional method. The pictures provided by the teacher could not help them much to understand and remember the text. Their comments are as stated below:

R10: Male. This way of teaching emm (pause) cannot help much to understand the text. I cannot understand the text emm (pause) without teacher's explanation.

R11: Female. Using this way of teaching is less understand err (pause) I mean, I cannot comprehend the text emm (pause) without teacher's explanation. Usually, I cannot understand what the teacher said because err (pause) I did not concentrate on the lesson.

R13: Male. This way of teaching cannot help me much to understand the reading text. Only through pictures given by the teacher err (pause) help me to understand some parts of the lesson but still face difficulty in guessing meaning of some words and summarise what I have learnt from the text. I can give examples from the text err (pause) such as 'how to grow paddy' because the teacher shows to me a picture.

R14: Male. Through pictures, err (pause) this way of teaching can understand the lesson err (pause) but not much and I cannot concentrate on the lesson.

R15: Female. For me, err (pause) this way of teaching is dull because the teacher will read in the text and err (pause) explain even the teacher provided some pictures but those pictures cannot help much to err (pause) understand the lesson.

R16: Male "This way of teaching emm (pause) provides less understanding. I always forget err (pause) what the teacher said and I cannot err (pause) comprehend the text because the lesson is not interesting.

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The findings of Student's Interview Question 2 indicated that majority of the students from the Control Group were not satisfied with the use of the conventional method because the students claimed that they felt dull with the method and this method could not help them much to understand the lesson. In addition, the students could not keep information in long term memory and so they were not able to summarise the reading text. Moreover, the respondents could not concentrate on the English lesson conducted using the conventional method. However, two of the respondents agreed with the use of the conventional method because the teacher explained in detail and this helped them to understand but they still faced difficulty in comprehending the reading text and answering the questions.

4.3.3 Student's Interview Question 3: Do you think that the teacher should use this method (YouTube/conventional method) to teach EFL reading comprehension in the future? Explain why.

This question sought students' perceptions on the possible use of YouTube/conventional method in future EFL reading comprehension classes. The perceptions and opinions of the students in the Experimental Group and the Control Group were coded as Emerging Themes and presented in Table 4.14 and Table 15.

Table 4.14

Emerging Themes from students' responses to Student's Interview Question 3 (Experimental Group)

Group	Emerging Themes
Experimental	Interesting, pay more attention, enjoy, able to arrange the situation, able to remember the event, relate to their background knowledge, focus, easy to understand, motivate, involve real life, able to guess the meaning, better than white board.

Table 4.14 shows the results of the Emerging Themes from data analysis and explains the perceptions of the students from the Experimental Group in responding to Student's Interview Question 3 (Do you think the teacher should use this method (YouTube) to teach EFL reading comprehension in the future? Explain why.).

The Experimental Group

In the interview session all eight respondents from the Experimental Group declared that they preferred their teacher to use YouTube to teach English reading comprehension in the future. The main reasons given by these respondents were that they could pay more attention in class and the class was more interesting and enjoyable. The other reasons given were that YouTube helped them to predict what would happen next and they were able to remember the situations better.

> R1: Female. Yes, I think the teacher should use YouTube to teach English reading class as well as for err (pause) other subjects because it is very interesting and enjoy. YouTube brings me to pay more attention on the EFL reading comprehension class. I hope the teacher would use more often in the future.

> R2: Male. Yes, absolutely agree with err (pause) the integrating of YouTube in learning reading comprehension because emm (pause) by watching YouTube I can arrange the situation. It can err (pause) recall my memory, helps me to remember the event and err (pause) can pay more attention. For me err (pause) I think, the English teacher should use YouTube to teach English reading comprehension in the future.

At the same time a few respondents (R3, R4 and R8) have further explained that YouTube attracted them to focus on the lesson and the lesson became easier and interesting as well as motivating for them to love learning in the English reading class. In addition, YouTube brought the students to be involved in real life situations, as expressed by some respondents:

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R3: Male. Yes, I agree with the use of YouTube in err (pause) teaching and learning English reading comprehension because emm (pause) through YouTube I can focus on the lesson. Not many students emm (pause) like English because English is the most difficult subject for us but err (pause) when the teacher integrate YouTube I feel easier than before. The English teacher should use YouTube to teach English reading comprehension in the future because err (pause) YouTube can motivate students to love in learning English.

R4: Female. Yes, emm (pause) I am really agree with the use of YouTube in emm (pause) teaching and learning English reading comprehension. It makes the lesson err (pause) not tedious. The important thing is by integrating YouTube makes EFL reading comprehension class becomes easier. I hope the teacher will continue to use emm (pause) YouTube to teach reading comprehension in the future.

R8: Female. Yes, I totally err (pause) agree with the use YouTube in teaching and learning English reading comprehension. For me, err (pause) it is really interesting because it presents err (pause) image and sound which help me to relate with err (pause) real life. I hope the English teacher would use emm (pause) YouTube in teaching and learning English reading comprehension in the future.

One of the respondents (R6) even added that YouTube was better than the whiteboard:

R6: Male. Yes, I agree with the use of YouTube and many students emm (pause) say that using YouTube is err (pause) better than whiteboard. I hope emm (pause) the English teacher would err (pause) integrate YouTube in teaching English reading comprehension in the future.

Two of the respondents (R5 and R7) mentioned that YouTube helped them to remember information and be able to guess the meanings of some words. As a result, YouTube helped them to understand the lesson better:

R5: Male. Yes, I agree with err (pause) integrating YouTube in teaching and learning English reading comprehension because emm (pause) I can remember the lesson better. Besides, through pictures err (pause) I can guess meaning of some words and help me to understand the lesson. So, I want English teacher to use YouTube in teaching English reading comprehension in the future err (pause) in order to motivate students to learn English.

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R7: Female. Yes, I am agree with the use of YouTube in err (pause) teaching and learning English reading comprehension in the future. I think, err (pause) YouTube can motivate students to learn English err (pause) effectively. YouTube present err (pause) meaning by itself, it means the students err (pause) can guess meaning through the pictures from YouTube. This is the thing that I like. It helps me to understand the lesson better.

Based on the responses given to Student's Interview Question 3, it can be concluded that all respondents from the Experimental Group agreed to the use of YouTube as an additional tool to learning English in future. This was because the respondents asserted that YouTube made students pay more attention and focus on the lessons as the lessons were more interesting, making students enjoy learning. YouTube helps students to be involved in real life experiences, thus making lessons easier to understand because the students can remember the events and are able to guess the meanings through the pictures provided in YouTube.

Table 4.15

Emerging Themes from students' responses to Student's Interview Question 3 (Control Group)

Group	Emerging Themes
Control	Difficult to understand, tedious, use computer and language lab, not interesting, difficult to guess meaning, sleepy, cannot summarise, cannot remember the event, unexciting, not encouraged to think critically.

Table 4.15 shows the results of Emerging Themes from the qualitative data analysis which explain the perceptions of the students from the Control Group in responding to Student's Interview Question 3 (Do you think the teacher should use this method (conventional method) to teach EFL reading comprehension in the future? Explain why.).

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The Control Group

Only two out of eight respondents from the Control Group expressed opinions that they would not mind if their teacher were to use the conventional method to teach English reading comprehension. There were various reasons given for their preference. They said that they could understand the reading text with the help of the teacher's explanations. However, sometimes it made students feel tedious and face difficulty in comprehending the whole reading text. Respondent 12 also suggested that the teacher should use computers and language labs to enhance students' reading comprehension skills. Responses from the respondents further highlight this suggestion:

> R9: Female. Yes, I accept to err (pause) use this way of teaching because emm (pause) it helps me to understand the lesson but this way of teaching sometimes makes the lesson tedious.
>
> R12: Female. Yes, I do not mind if the teacher use this way of teaching but it is boring, same thing again and again. I hope in the future the teacher will use other methods of teaching like using computers and language labs like in Western countries.

On the other hand, six respondents from the Control Group were not in favour of the conventional method used by their teacher because the method was dull and made them feel sleepy. In this situation the teacher would select some students to read the passage and repeat some vocal sounds in order to attract the students to pay more attention to the lesson. Respondent 13 stressed that he was poor in English and the method used by the teacher did not help him to understand the text. Following are their remarks:

> R10: Male. No, I do not like this way of teaching because err (pause) there is nothing excited. I feel sleepy but if got sounds emm (pause) I mean sounds from

other person such as students in the class whom the teacher selected to read the text emm (pause) it will be good at lease there is something difference.

R11: Female. No, using this way of teaching, err (pause) the lesson is dull. Sometimes I sleep in class. It will be better if the teacher err (pause) change the way of teaching.

R13: Male. No I am not o.k. if the teacher uses this method to teach English reading comprehension in class err (pause) in the future because it does not help me much to emm (pause) understand the text even I am poor in English reading. With this way of teaching I face difficulty to understand the meanings and summarise the whole reading text.

One of the respondents (Respondent 14) even claimed that the conventional method did not encourage students to practise critical thinking as the teacher explained everything which was needed by students to answer HOTS questions. He expressed his opinion as follows:

R14: Male. No, err (pause) I do not agree with this way of teaching. Err (pause) I think it is not interesting because emm (pause) it is not encourage students to think critically. Teacher is explaining everything, if not we don't understand and cannot understand difficult question.

Moreover, two respondents from this group (R15 and R16) expressed their opinions regarding the use of the conventional method. They did not want the teacher to use the conventional method in the future because it made learning tedious for them. The teacher explained everything and they had to copy from the white board. The teacher did not encourage them to think critically. Following are their remarks:

R15: Female. No, if it is possible err (pause) we want the teacher to use new method to help all of us to pay more attention on reading class because emm (pause) the old method is very tedious. The teacher will explain everything and emm (pause) ask us to copy on the board not to think much because the teacher emm (pause) will tell what we should remember.

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R16: Male. No, I do not like to study using this way of teaching. The pictures help to understand but emm (pause) not much and not encourage to think too. For me, err (pause) I think if possible, the teacher should change the method use in teaching English reading comprehension to emm (pause) a new method in the future.

The findings of Student's Interview Question 3 indicate that the majority of the respondents from the Control Group did not agree that the teacher should use the conventional method to teach in the English reading class in the future because the respondents claimed that the conventional method was dull and could not help them much to understand the lesson. They opined that the method made it tedious for them to learn because the teacher explained everything and they had to copy from the white board. In addition, this method (conventional method) was more teacher-centred and did not encourage them to think critically. The respondents also wanted their teacher to change the way of teaching to a new method like using computers and language labs, which was more encouraging and helped students to think critically.

Findings from Student's Interview Questions 1, 2 and 3 clearly indicate students' perceptions on the use of YouTube and the conventional method in learning English comprehension. These findings answer Research Question 5 (What are the students' perceptions on the utilization of YouTube and conventional method in reading comprehension?).

4.4 Qualitative Analysis of Teachers' Perceptions

Research Question 6: What are the teachers' perceptions on the utilization of YouTube/conventional method in teaching reading comprehension?

The purpose of this interview was to learn more about teachers' perceptions on the use of YouTube/conventional method in teaching the English reading comprehension class. The researcher had the opportunity to listen to the voices of both teachers when they described and gave details of their opinions regarding the use of YouTube/conventional method in teaching English reading comprehension. Three interview questions on teaching English reading comprehension using YouTube were asked to the Experimental Group teacher whilst the teacher in the Control Group was asked three interview questions on teaching English reading comprehension using the conventional method. These questions sought to answer Research Question 6 (What are the teachers' perceptions on the utilization of YouTube/conventional method in teaching reading comprehension?). The teachers' perceptions were useful for justification of the students' perceptions towards learning English reading comprehension. Table 4.16 presents the three Teacher Interview Questions used by the researcher during the interviews.

Table 4.16

Teacher's Interview Questions

No	Question
1	Do you like the method (YouTube/conventional method) you use to teach the EFL reading comprehension class? Explain why.
2	Did the utilization of the method (YouTube/conventional method) help the students to improve their EFL reading comprehension skills? Explain how.
3	Do you think that you should use this method (YouTube/conventional method) to teach EFL reading comprehension in the future? Explain why.

The teachers' responses would support the quantitative data findings on the effectiveness of using YouTube/conventional method to teach English reading comprehension. The researcher would gain insight into their likes, dislikes and perceptions regarding the use of both methods to teach in the English reading classroom. The following part of this chapter deliberates on the analysis and interpretation of the teachers' responses to Teacher's Interview Question 1. For each question the researcher listed the emerging themes or key words mentioned by the teachers and reported the findings based on these responses. The teacher from the Experimental Group is named Respondent A while the teacher from the Control Group is named Respondent B.

4.4.1 Teacher's Interview Question 1: Do you like the method (YouTube/conventional method) you use in teaching the EFL reading comprehension class? Explain why.

This question sought to obtain teachers' perceptions about the pros and cons of using YouTube/conventional method in the EFL reading comprehension class. The perceptions and opinions mentioned by both teachers in the Experimental Group and the Control Group were coded as Emerging Themes in Table 4.17 and Table 18.

Table 4.17

Emerging Themes from teachers' responses to Teacher's Interview Question 1 (Experimental Group)

Group	Emerging Themes
Experimental	Helpful, interesting, pay more attention, motivate, practice listening skill, guess meaning, understand, remember the situations, activate background knowledge of the students

Table 4.17 shows the results of the Emerging Themes from data analysis and explains the perceptions of the teacher from the Experimental Group in responding to Teacher's Interview Question 1 (Do you like the method (YouTube) you use in teaching the EFL reading comprehension class? Explain why.).

The Experimental Group Teacher

During the interview session the teacher from the Experimental Group stated that she liked to teach the class using YouTube because YouTube can attract and motivate students to engage with the lesson. She also confirmed her views about the usefulness of using YouTube in teaching the English reading comprehension class. The teacher asserted that the students pay more attention to the lesson when using YouTube:

Respondent A: Female
From my observation, YouTube emm (pause) เป็นเครื่องมือที่ (is a tool that) can attract students to learn more. The students pay more attention and concentrate on the lesson. It also motivates them to engage themselves with the passages given in the class. Nonetheless, it helps students to emm (pause) practice listening skill. Different sounds can attract the students to involve with the lesson. I like to use YouTube to teach my students emm (pause) เพราะว่า (because) students can understand the lesson better by using YouTube. Besides, they are able to remember the situation well. The most important thing is emm (pause) majority of students can enjoy learning and not dull with the lesson. This situation can be err (pause) noticed from students who come to wait before the class time. Students can get many benefits from YouTube emm (pause) in different ways เช่น (such as) they can hear the pronunciation from emm (pause) สำเนียงที่หลากหลายเช่น (different accents such as) English native speakers, can guess the meaning through the pictures provided by YouTube, and able to remember emm (pause) เหตุการณ์ (the situation) easily. At the same time err (pause) they can give examples related to the lessons as well as emm (pause) สามารถ (can) practice in their real life. By doing this I can relate the text to their prior knowledge, and my students understand the text better. I prefer to teach my students by using YouTube.

This extract shows that the teacher from the Experimental Group liked and was satisfied with the use of YouTube in teaching the English reading comprehension class. The teacher confirmed that learning using YouTube was very interesting. It helped the students to pay more attention and enjoy learning because they can hear sounds and see moving pictures. Through sounds the students can get familiar with different English accents. Pictures aid students to experience real life situations which help students to understand the text better. The teacher also stressed that by using YouTube the teacher is able to enrich students' prior knowledge (schema) and relate the text to their experiences. When students' schema are activated and they understand their comprehension texts better.

Based on the researcher's observations it was found that the students not only came to the class before the class started, but they also arranged their seat in the front line. The teacher also stated that some of the students used to come late to the class but had now started to come before the class started. It showed that YouTube attracts students to be involved in and participate in the lesson. Applying YouTube in the English reading class has many advantages in helping the students to guess the meanings, remembering the scenario easily and changing the students' perceptions about English being a difficult subject; English has become an easier and more interesting subject. Moreover, it motivates students to involve themselves in all the activities given in the class. The students were very quiet and concentrated on the lessons. The students noted information in their notebooks and some of them reminded each other not to talk while the teacher was teaching. This shows that the students were interested in learning English reading comprehension using YouTube. In addition, it leads to improved

interest in following the English lesson because the students are entertained when watching YouTube.

Table 4.18

Emerging Themes from teachers' responses to Teacher's Interview Question1 (Control Group)

Group	Emerging Themes
Control	Understand, dull, weak in English, limited vocabulary, difficult task, unmotivated, less comprehend, not concentrate

Table 4.18 shows the results of the Emerging Themes from data analysis and explains perceptions of the teacher from the Control Group in responding to Teacher's Interview Question 1 (Do you like the method (conventional method) you use in teaching the EFL reading comprehension class? Explain why.).

The Control Group Teacher

The Control Group teacher was in high spirits teaching the English reading comprehension class. At the beginning of the class, she showed the students a few pictures related to the topic and read the text to the class. The teacher gave meanings of difficult words and explained the text. She found that the students gave different responses to the use of the conventional method. On the other hand, there were mixed views from the teacher of the Control Group on the use of the conventional method in teaching EFL reading comprehension. The teacher noted that the majority of the students did not really like to study when the teacher used the conventional method. However, the teacher still resorted to the use of the conventional method:

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Teacher B: Female

For me, I think, err (pause) ใช้ (using) conventional method is a way that Thai English teachers prefer to use err (pause) for teaching students in this area. Similarly, students are familiar with conventional method. Some of them agree to use conventional method because they emm (pause) รู้สึก (feel) emm (pause) easy to understand with teacher's pronunciation. In contrast, many of them said they emm (pause) ไม่ชอบและ (do not like and) were dull with this way of teaching method because the students claimed that pictures given by me cannot help them much to understand the text; they are only static pictures. They need sounds which not come from teacher's sounds such as from some students in the class. They said different sounds can attract them to pay more attention on the lesson. For the passages, I agree with err (pause) the passages given are very suitable for err (pause) นักเรียนที่ค่อนข้างอ่อน (low level students). Students might feel duller emm (pause) if the passages are longer. Generally my students are weak in English because of their limited vocabulary. As such teaching them English comprehension is a difficult task. As I know, Thai English teachers prefer to use conventional method, but by the time of emm (pause) การเรียนในศตวรรษที่ 21 หรือ (21st century learning or) the conventional method should be changed. The only one thing that I agree with the use of conventional method is emm (pause) ดี (good) for weak students they feel easy to understand with teacher's pronunciation err (pause) because the teacher will read sentence by sentence emm (pause) และอ่าน (and read) อย่างช้าๆ (slowly). In contrast, I think conventional method makes students err (pause) เบื่อและ (dull and) unmotivated in learning English reading comprehension. When I use the pictures they look interested but if err (pause) สอนจากหนังสือ (teach through book) without pictures students feel dull and do not concentrate on the lesson. Based on my opinion emm (pause) ใช้ (using) conventional method emm (pause) cannot help students much in learning English reading comprehension.

The responses to Teacher's Interview Question 1 show that the teacher from the Control Group had mixed perceptions about using the conventional method to teach English reading comprehension. She mentioned that the conventional method is an acceptable way of teaching used by teachers in Narathiwat. Two of the students accepted the method because they were familiar with the use of the conventional method as it makes lessons easy to understand due to the teacher's explanations. However, the majority of students were unsatisfied with the use of the conventional

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method because they claimed that this method made the class dull. They suggested that their teacher ask some students to read out loudly instead of just listening to the teacher's voice. Their reason is to listen to different voices in order to be able to pay more attention to the lesson. The teacher stressed that using the conventional method is good for weak students because it makes them understand better with the teacher's pronunciation but the dull lessons also did not motivate them, resulting in their less than satisfactory comprehension of the reading text.

Based on the researcher's observations, it was found that the students were less likely to concentrate on the lesson. Some of them kept talking to each other but once the teacher showed them pictures they stopped talking and listened to the teacher's explanation. This phenomenon indicated that the students felt bored with the conventional method but the pictures could attract them to be involved in the lesson. Therefore, the teacher of the Control Group might find a new method to motivate students to pay more attention in the English reading comprehension class.

4.4.2 Teacher's Interview Question 2: Did the utilization of the method (YouTube/conventional method) you used in teaching help the students to improve EFL reading comprehension? Explain how.

This question sought teachers' perceptions on the positive effects of using the YouTube/conventional method in the reading class. The perceptions and opinions mentioned by both teachers in the Experimental Group and the Control Group were coded as Emerging Themes in Table 4.19 and Table 20.

Table 4.19

Emerging Themes from teachers' response to Teacher's Interview Question 2
(Experimental Group)

Group	Emerging Themes
Experimental	Helpful, interesting, pay more attention, explain the lesson by itself, remember, relate to their prior knowledge, predict the event, provide critical thinking

Table 4.19 shows the Emerging Themes after the data analysis and explains the perceptions of the Experimental Group teacher in responding to Teacher's Interview Question 2 (Did the utilization of the method (YouTube) you used in teaching help the students to improve EFL reading comprehension? Explain how.).

The Experimental Group Teacher

The Experimental Group teacher was very happy using YouTube. She mentioned that before introducing YouTube, students often faced difficulties in understanding the English reading text. However, after they learned through watching YouTube, they found it easier to understand and comprehend the lesson since the YouTube not only showed the words but also the pictures of the events. It made it easier for the students to learn English reading comprehension. She clarified that YouTube helped her in many ways:

Respondent A: Female
I think applying YouTube in teaching English reading comprehension is helpful. It is very interesting and regarded as a new method for this college. It helps students err (pause) ที่ไม่ค่อยสนใจ (pay less attention) to pay more attention to the lesson. YouTube helps to explain the lesson by itself because when the students look at the pictures presented by YouTube it err (pause) ช่วยให้ (helps the students to) matches their schema and the students can err (pause) จินตนาการและ (imagine and) เดา (guess) what is going on in the next step. Even not all students understand in the same way, but at least it makes students think critically. In addition, by using YouTube I am able to bring the outside world into the

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classroom to enrich students' knowledge. Besides, I have time to err (pause) สังเกต (observe) the learning style of the students as well as to see how they are interested in learning by using YouTube. Nonetheless, I also have time to think about emm (pause) the questions should be asked related to the passage other than questions provided by the text.

The findings from Teacher's Interview Question 2 show that the Experimental Group teacher agreed with the use of YouTube because it gave many benefits. For example, through watching YouTube students were able to understand the lesson because YouTube explained the lesson by itself. She stated that YouTube provides both words and pictures which are able to activate students' schema. The teacher also stressed that she is able to enrich students' knowledge by utilizing YouTube in the class. She is able to bring the knowledge from the outside world into the classroom. Through pictures, students can predict the next event and provide ideas to think critically. Besides, they knew the meanings of words directly, as shown on YouTube. After learning by watching YouTube, the students easily grasped the meaning of words. The researcher found that both the teacher and students felt happy using YouTube because most of the students could answer the teacher's questions.

Table 4.20

Emerging Themes from teacher's response to Teacher Interview Question 2 (Control Group)

Group	Emerging Themes
Experimental	Understand, not much critical thinking, tedious

Table 4.20 shows the results of the Emerging Themes after data analysis and explains the perceptions of the Control Group teacher in responding to Teacher's Interview

Question 2 (Did the utilization of the method (conventional method) you used in teaching help the students to improve EFL reading comprehension? Explain how.).

The Control Group Teacher

On the other hand, the Control Group teacher agreed with the use of the conventional method because she felt comfortable teaching her students using the conventional method. However, she believed that her students had mixed ideas regarding the use of the conventional method in teaching and learning English reading comprehension. She also mentioned that most of her students did not like English because English is difficult for them and made them feel bored during the lesson.

> Respondent B: Female
> I use to teach my students using the conventional method. So, I feel my students err (pause) อย่างน้อย (at least) เข้าใจ (understand) the text with information from the conventional method because err (pause) I will explain the passage for my students and emm (pause) ให้ (give) them meaning of emm (pause) difficult words. Sometimes I have to translate the whole passage into Thai language because their English is very poor. They don't have good foundation in English. They do not engage actively during English lesson. Most students claimed that learning English is difficult and dull. Not all of them agree with the use of conventional method but some good ones like my way of teaching and understand the lesson. Sometimes, I show pictures to them in order to emm (pause) help them to understand better, but err (pause) ใช้ (using) conventional method cannot help the students much in err (pause) providing critical thinking. However, emm (pause) ใช้ (using) this method makes me happy because err (pause) at least some students are able to understand the lesson emm (pause) even they are dull with the method.

The teacher from the Control Group reported that she agreed with the use of the conventional method. She mentioned that some of the students were happy with the conventional method because the way the teacher explained and provided meanings to the passage helped them to understand the lesson. Sometimes she had to translate the

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whole passage into the Thai language so that the students could understand the comprehension passage. She also stressed that the students' English proficiency was very poor because they didn't have a good foundation in English. She opined that the conventional method might not satisfy all students in the class because the majority of them did not like to learn English.

Students also did not engage actively in her lesson. According to her, the students claimed that learning English was difficult and dull. In addition, the teacher also commented that this method did not encourage students to think critically. Based on the researcher's observations it was found that the students were much less likely to participate in the English lesson as some of the students started talking or yawning, with some even doing homework of other subjects. All these showed that the students were uninterested in following the conventional method. These reasons indicated that the English teacher might consider using another method of teaching with her students, in order to attract or motivate them to be interested in the English reading class.

4.4.3 Teacher's Interview Question 3: Do you think you should use this method (YouTube/conventional method) to teach EFL reading comprehension in the future? Explain why.

This question was asked to seek teachers' perceptions on the use of YouTube/conventional method in the future. The perceptions and opinions mentioned by both teachers in the Experimental Group and the Control Group were coded as Emerging Themes in Table 4.21 and Table 4.22.

Table 4.21

Emerging Themes from teachers' response to Teacher's Interview Question 3 (Experimental Group)

Group	Emerging Themes
Experimental	Good, enjoy, understand, pay more attention, interesting, remember, relax, support learner-centred

Table 4.21 shows the results of the Emerging Themes from the data analysis and explains the perceptions of the teacher from the Experimental Group in responding to Teacher's Interview Question 3 (Do you think you should use this method (YouTube) to teach EFL reading comprehension in the future? Explain why.).

The Teacher of the Experimental Group

The teacher from the Experimental Group confirmed that the classroom situation during the teaching-learning process improved after introducing YouTube in the English reading class. It could be seen from the first time YouTube was used. The students became more interested in joining the English class. Therefore, the teacher from the Experimental Group mentioned that she preferred to use YouTube in teaching reading comprehension in the future:

Respondent A: Female

For me, err (pause) โดยส่วนตัว (personally) I prefer to use YouTube to teach reading comprehension in the future err (pause) เพราะว่า (because) the students could pay more attention in class and the class was more interesting and enjoyable. The lessons were not dull because err (pause) they liked the pictures and sounds effects from the YouTube. The students are able to understand the lesson better because students can remember the event make students relax and enjoy learning reading class. By using YouTube I am able to relate the lesson to students' prior knowledge. This helps them to understand the comprehension passage better. Students also engage actively during question and answer session. Based on emm (pause) หลักสูตรใหม่หรือ (new curriculum or) the Basic Educational Core

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Curriculum 2008 err (pause) เน้น (emphasizes) on learner-centered and therefore, using YouTube is regarded as a new additional method to support err (pause) การเรียนการสอนที่เกี่ยวกับ (teaching and learning regarding) this new curriculum.

The findings from Teacher's Interview Question 3 show that the teacher from the Experimental Group agreed with the use of YouTube because students paid more attention to the lessons as the class was interesting and entertaining. Students mentioned that they liked the pictures and sound effects presented by YouTube because they attracted the students to concentrate on the lessons and the lessons were not dull. By using YouTube the teacher was able to relate the lesson to students' prior knowledge (schema). When students' schema is activated it helps them to understand the comprehension passage better. She also stressed that the students were engaged actively in the lesson during the question and answer sessions. Besides, using YouTube also supports the new curriculum which facilitates a learner-centred environment. The teacher confirmed that YouTube can be one of the effective additional tools to be used in teaching and learning English reading comprehension as it also supports the new curriculum.

Based on the researcher's observations it can be concluded that through the use of YouTube, the students became happier and enjoyed the learning activities. It also changed the students' perceptions towards English, whereby a difficult subject became an easier and interesting subject for them. In addition, they became so interested in following the English class that all the students entered the classroom and prepared themselves before the teacher came into the class. During the teaching-learning process, there was no student playing or chatting with friends or asking for permission to go to the toilet as they had done before. They could focus on the lesson and paid

much attention to both YouTube and the teacher. There were also no sleepy students in the class. All of them were happy and enthusiastic about following all the activities till the end of the lesson.

Table 4.22

Emerging Themes from teachers' response to Teacher's Interview Question 3 (Control Group)

Group	Emerging Themes
Experimental	Does not promote critical thinking, does not create learner-centred environment

Table 4.22 shows the results of Emerging Themes after data analysis and explains the perceptions of the teacher from the Control Group in responding to Teacher's Interview Question 3 (Do you think you should use this method (conventional method) to teach EFL reading comprehension in the future? Explain why.).

The Control Group Teacher

The Control Group teacher had mixed perceptions regarding the use of the conventional method. Personally, she agreed to the use of the conventional method because she believed that her students could understand the lessons. On the other hand, she also found that her students were uninterested and easily became impatient with the lesson:

Respondent B: Female
I think conventional method err (pause) for me is nothing err (pause) ไม่ดี (bad) but today emm (pause) เน็ต (internet) the internet is prevalent everywhere, if the teacher can teach using internet, then it would be err (pause) more motivating and enjoyable. The college emm (pause) should สนับสนุน (encourage) the English teachers not to use the conventional method err (pause) because this method does not promote critical thinking as well as err (pause) not create

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learner-centered environment. In relation to this, I prefer to teach my students by using a new method which integrate with technology such as YouTube, phone or any other kinds of technology. I hope, with new method it might err (pause) change students' attitude towards English language. Err (pause) โดยเฉพาะ (especially) ช่วยให้นักเรียน ไม่ต้องไปคิด (help students not to think) only to pass an examination but emm (pause) รวมถึง (including) to be able to use it in the future. Also teaching hours for English in this institution should be increased from two hours per week to at least three hours per week so that I can teach them. You know our student's foundation in English language is weak, so, should be strengthen at primary and secondary school level, so that they do well at a higher level.

The findings from Teacher's Interview Question 3 show that the teacher from the Control Group had mixed views on the use of the conventional method. She mentioned that the conventional method was not bad but if possible she also wanted to change the method to use a new method in order to make the students more interested because she found that the majority of the students felt that the lesson was dull. She realised that the conventional method did not promote critical thinking nor facilitate a learner-centred environment. Nonetheless, she also said that using a new method might change students' attitude towards learning English, not only to pass examinations but also to be able to use English in the future. Lastly, she asserted that she preferred to use new methods to teach her students in the future.

Based on the researcher's observation, it was found that students did not have high motivation in following the English reading class and they also thought that it was not interesting. In addition, because of their assumption that English is a difficult subject, the uninteresting method used by the teacher made them pay less attention in the English reading class. However, the teacher tried her best to teach her students. Therefore, it is time for English teachers to look for new methods of teaching to motivate students to be interested in learning in the English reading class

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Findings from the Teacher's Interview Questions 1, 2 and 3 have clearly indicated their perceptions on the use of YouTube and the conventional method in teaching English comprehension. These findings have answered Research Question 6 (What are the teachers' perceptions on the utilization of YouTube/conventional method in teaching reading comprehension?).

4.5 Summary

Chapter Four reports the findings of the study based on the pre-test and post-test scores, the survey scores before and after intervention and responses from the interview questions. All the findings based on descriptive and inferential analysis were summarized in the form of tables and explanations were given for each table of content. The results of the data analysis indicated that the subjects in the Experimental Group who were taught using YouTube showed significant achievement compared to the Control Group who were taught using the conventional method. Secondly, the Experimental Group also showed significant improvement in LOTS, HOTS and overall comprehension achievement scores compared with the Control Group. Likewise, the Experimental Group also showed significantly higher motivation than the Control Group in terms of the motivation scores. The results from the Students' interview responses also showed that all eight respondents (100%) from the Experimental Group gave positive responses regarding the use of YouTube compared to only two respondents (25%) who gave similar responses regarding the use of the conventional method in the English reading classroom. Regarding the teachers' perceptions on the use of YouTube/conventional method, the teacher of the Experimental Group preferred to use YouTube in teaching English reading comprehension because the use of YouTube can help improve students' reading skills.

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In the same way the teacher who teaches in the Control Group needs to change from the conventional method to the use of a new method in teaching and learning in the English reading class in the future.

CHAPTER FIVE

DISCUSSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher presents a summary of the overall study. Besides, the researcher also discusses the findings in relation to the research questions, and the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation among Thai students, based on the findings reported in Chapter Four. Following this, the researcher gives a summary of the study. Next, the contributions of the study, implications and limitations of the study are discussed. Finally, the chapter concludes with some recommendations for further research, followed by the conclusion.

5.2 Summary of the Study

The main objective of this study was to investigate the effects of utilizing YouTube on LOTS and HOTS in reading comprehension and motivation among Thai Students. Subsequently, the researcher focused on whether the use of YouTube as an additional tool in teaching and learning could significantly enhance English reading comprehension skills and increase students' motivation and interest towards learning English. In addition, the researcher also wanted to find out whether the Experimental Group was more motivated than the Control Group towards following the reading comprehension lesson. Finally, this study focused on how the use of YouTube inspired the students' and teachers' perceptions and opinions towards learning and teaching English reading comprehension. The major findings rely primarily on quantitative data consisting of the pre-test and post-test and questionnaire, supported by data from semi-

structured interviews which offer the opportunity to listen to the voice of participants when they express, describe and give details related to the study. The findings of the study can be summarized as follows:

Firstly, the results from the Independent Samples T-test indicated that the Experimental Group (taught using YouTube) showed significantly higher scores in LOTS, HOTS, and overall comprehension questions compared to the Control Group (taught using the conventional method) in the post-test. It showed that the use of YouTube in teaching reading comprehension significantly improved the performance of the Experimental Group.

Secondly, the Independent Samples T-test indicated that the Experimental Group displayed significantly higher scores in motivation compared to the Control Group in the post-test. The findings revealed that the utilization of YouTube in teaching reading comprehension has a significant effect on students' motivation.

Finally, the interview results revealed that all the Experimental Group participants (100%) and a teacher had very positive perceptions towards utilizing YouTube in reading comprehension and had several other uses as well. On the other hand, only two respondents (25%) agreed with the use of the conventional method. The teacher who taught the Control Group mentioned that the conventional method could not do much to improve learning English reading comprehension. She mentioned that she preferred to change to a new method of teaching to improve the students' success in learning English reading comprehension in the future.

5.3 Discussion of Quantitative and Qualitative Data

In the following sections, the researcher discusses the findings obtained in Chapter Four and relates them to previous research and theories linked to this study. In Chapter Four, the quantitative data analysis based on the Independent Sample T-test has been discussed. This chapter discusses the quantitative and qualitative findings.

5.3.1 The effects of using YouTube/conventional method on students' achievement in reading comprehension using LOTS questions

With reference to the findings in Chapter Four, it was clear that students who were taught using YouTube improved significantly in answering LOTS comprehension questions compared to students who were taught using the conventional method. These findings imply that using YouTube to teach reading comprehension can help students construct their schemata of the reading text and in turn assist students to understand the reading text better.

In LOTS comprehension questions, students were tested on their ability of remembering, understanding and applying. As Bloom (1956) stressed, the human mind develops through a sequence of stages, from the basic to the complex. Bloom's taxonomy emphasizes six levels of thinking that students' progress through while learning or acquiring knowledge. It starts from basic levels which are known as LOTS, followed by higher levels known as HOTS. In this study the researcher uses YouTube as a tool to help students understand the reading text and improve the process of learning. This study is supported by the studies of Fee and Budde-Sung (2014); Jaturongkachoke and Chanseawrassamee (2013) and Singhkhachorn (2014) who stressed that YouTube can improve the process of learning. The findings are congruent with the underlying theoretical assumption of the schema theory (Zhang, 2010 &

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Ajideh, 2003) that when students are given additional input relevant to their reading text, they are able to enrich their existing schemata or even create new schemata based on their familiarity with the contents of the respective reading text.

In this study, the YouTube is seen as an instrument which provides more information needed by students to help them construct the meaning related to the reading text. For example, in one of the YouTube videos, students were shown a clip on *"How to Grow Paddy"*. Through the video, the students were able to view and visualize how the whole process of growing paddy was done. The information (schemata) which students gathered through YouTube enabled them to give meaning to the comprehension texts. In other words, through watching YouTube, the students could see the reality of the activities. At the same time, when the teacher gave the reading texts which were adapted from YouTube, it helped the students to understand the reading texts better. As a result, the students were able to answer LOTS and HOTS questions easily. This fact is also supported by Al-Issa (2006); Al-Jahwari and Al-Humaidi (2015) and Yousef, Karimi and Janfeshan (2014) who stressed that the more a learner is familiar with the content of a reading text the faster information is obtained from the reading text.

Responses from the Student Interview Questions also showed that students benefitted from the YouTube videos shown to them. All the respondents in the Experimental Group agreed that YouTube provided them a lot of relevant information and as a result they were able to understand the reading text better. This study is in line with the study of Almurashi (2016) and Buzzetto-More (2012) who stressed that YouTube can improve students' understanding of the lessons. On the other hand, only two of the

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respondents from the Control Group said that the lesson was good and easy to understand, which means these students were able to answer the LOTS questions asked by their English teacher. However, six of the respondents reported that the use of the conventional method was dull. This study is in line with the study of Hayikaleng, Nair and Krishnasamy (2016) and Tamrackitkun, (2010) who mentioned that Thai English teachers preferred to use the traditional method of chalk and talk which made the students feel bored with the lesson.

5.3.2 The effects of using YouTube/conventional method on students' achievement in reading comprehension using HOTS questions

Apart from LOTS comprehension questions, the researcher also studied the effects of YouTube and the conventional method on students answering HOTS comprehension questions. The results showed that the use of YouTube helped students significantly in reading comprehension at the HOTS level.

In HOTS comprehension questions, students were tested on their ability to analyze, evaluate and gather ideas based on the given passages. The answers for HOTS questions were not directly found in the passage. The readers were required to construct meaning and comprehend the reading text. In other words, HOTS comprehension questions train students to analyse, evaluate and create ideas in order to build meaning and comprehend the reading text. The findings in this study show a significant difference in the mean scores between the students in the Experimental Group and the Control Group using HOTS questions in the post-test. This could be attributed to the fact that students paid better attention in class with the use of YouTube. In this research, the researcher also used YouTube followed by the

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questions, wherein basic *'wh'* questions like *'why', 'when',* and *'where'* were used to elicit responses from students and engage them actively in HOTS which were required to comprehend the reading texts. The findings implied that the use of YouTube during the English reading comprehension class could help the students in the Experimental Group construct their understanding of words into a schemata and in turn assist them to answer the HOTS questions better. There are two related researches conducted by Jaturongkachoke and Chanseawrassamee (2013) and Singhkhachorn (2014) who examined the effects of using YouTube in teaching and learning EFL in Thailand. Both studies were conducted in big cities and showed the significant differences between before and after using YouTube. In relation to this, the researcher wanted to apply YouTube to teach reading comprehension with students in Narathiwat to see the significant different in the mean scores before and after utilizing YouTube in learning English reading comprehension.

There are many factors that help students to comprehend the reading texts; one such factor is vocabulary. Reading comprehension and vocabulary have a strong relationship which means students who have vocabulary knowledge are able to comprehend the reading texts better. It is in line with Jafre, Rezaee, Abdullah, and Singh, (2011) who stressed that YouTube helps students to increase vocabulary which is needed at the level of HOTS to construct meaning and comprehend the reading text easily. Consequently, these techniques help students to activate the relevant schemata (Rumelhart, 1980) which in turn facilitate information processing while reading a text to promote critical thinking. These findings are supported by the findings of Alwehaibi (2015), Balan (2012) and June, Yaacob and Kheng (2014) who concluded that YouTube can improve critical thinking skills.

The findings from the Student Interview Questions revealed that the Experimental Group also supported this view whereby all participants were able to understand the lessons better when YouTube was used. In addition, YouTube also helped some students to guess the meanings of difficult words in the reading text. Being able to guess the meaning brings students to understand the reading text because students need to gather information and build up meanings in order to answer HOTS comprehension questions asked by the teacher. In other words, to guess meanings and gather information students need to deal with thinking skills. Balan (2012) and June, Yaacob & Kheng (2014) emphasised that using YouTube helps students to think critically. Critical thinking enables students to answer HOTS question. On the other hand, six students from the Control Group reported that the use of the conventional method could not help them much to understand the reading text. Moreover, the conventional method did not promote critical thinking. This study was in line with the studies of Foley (2005) and Kongkerd (2013) who stressed that the conventional method does not promote critical thinking skills. As a result, the students face difficulties in answering HOTS questions based on comprehension texts.

5.3.3 The effects of using YouTube/conventional method on students' mean scores in answering overall reading comprehension questions

This research also seeks to examine the effects of using YouTube/conventional method on students' mean scores in answering the overall comprehension questions. The findings revealed that the overall comprehension mean scores of the Experimental Group improved significantly compared to the Control Group.

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This is an important finding in this study because most of the time teachers tend to focus on LOTS comprehension questions (Khan & Inamullah, 2011; & Alfaki, 2014) and tend to ignore the importance of HOTS questions in comprehending a text. This happens because most of the teachers who teach EFL prefer to use the traditional way of teaching that is the chalk and talk method. The EFL teachers in Thailand rarely train students to deal with HOTS questions (Hayikaleng, Nair and Krishnasamy (2016). In fact, the EFL teachers might train the students to answer both LOTS and HOTS questions in reading comprehension. The questions might start with LOTS in order to make students feel confident and then followed by HOTS questions which require students to think critically.

In HOTS comprehension questions, students look for details available in the reading text and synthesize them with their previous knowledge to make inferences and evaluation of the text (Vora, 2006). Therefore, students need more time to think and look for answers beyond the text. In relation to this study, Thai students face a big challenge in answering HOTS questions because Thai English teachers prefer to use the conventional method which basically deals with LOTS questions (Hayikaleng, Nair and Krishnasamy 2016). Therefore, the researcher tries to find a better method of teaching to help students in improving English reading comprehension as well as to increase students' motivation towards learning EFL and chooses YouTube as an additional tool in teaching and learning in the English reading class. Based on this, it can be said that the information from the YouTube helped students to go beyond the text and also helped them with their HOTS comprehension questions (Balan, 2012; June, Yaacob & Kheng, 2014). Results of the post-test using HOTS showed that the students from the Experimental Group were able to understand the text in depth

compared to their understanding before viewing the YouTube. Furthermore, the viewing of YouTube followed by the questions from the teacher helped students in the Experimental Group to gain more information which also helped them to relate to the information given in the reading text compared to their counterparts in the Control Group. Hence, the use of multimedia such as YouTube can definitely assist students to understand both LOTS and HOTS questions and increase students' motivation in learning (Alm, 2006; Chen, 2013; Fleck, Beckman, Sterns & Hussey, 2014; Alhaj & Banfi, 2015; Bravo, Amante, Simo, Enache & Fernandez, 2009; Malhiwsky, 2010). Additionally, it creates new knowledge which is essential in comprehending the reading text.

In the next part of the discussion, the researcher looks at how the above findings (the use of YouTube significantly improving students' LOTS, HOTS, and overall comprehension answers) collaborate with the modality principle found in Mayer's multimedia theory (Mayer, 2010a). The modality principle says that information is better presented in two modes which involve verbal and pictorial channels to process new information. Using both channels helps to process greater amounts of input to activate schema and these inputs are integrated with existing information within the long term memory that enable the learners to comprehend the reading text easily.

The findings of this study are also in line with the study of Jaturongkachoke and Chanseawrassamee (2013) and Singhkhachorn (2014) which was conducted in Thailand and showed the significant differences in students' comprehension mean scores before and after the use of YouTube. Therefore, it can be emphasized here that students from the Experimental Group benefited greatly when they viewed the

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YouTube because information is also being processed in two ways, that is, through auditory narration and moving images. Besides, using two channels to process information further help students to retain, remember and recall information which in turn help students to comprehend the reading texts easily.

Secondly, in the active processing assumption, Mayer (2010) further explained that information in both channels is first selected and processed into logical, well organized pictorial and verbal models. Meaningful learning happens when these models are linked with each other and can relate to the existing schema or build a new schema. As Mayer (2009) mentioned,t humans learn better from words and pictures than words or pictures alone. This process especially, helps students to comprehend HOTS questions where they are required to go beyond the reading text.

Responses from the Student Interview Questions also show how students benefitted from the YouTube videos shown to them. All the respondents in the Experimental Group agreed that YouTube provided them a lot of relevant information and as a result they were able to understand the reading texts better. This study is in line with the study of Almurashi (2016) and Buzzetto-More (2012) who stressed that YouTube can improve students' understanding of the lessons. Besides, YouTube attracted the students to pay more attention and motivate them to concentrate and like to study in the English reading class. As Berk (2009) pointed out, YouTube can grab students' attention, focus students' concentration, create interest in class as well as make learning fun. In addition, by watching YouTube videos the students were able to construct meaning and gather information in order to summarise the reading text. This process helps students to improve EFL reading comprehension and in turn enable

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students to answer both LOTS and HOTS questions. On the other hand, the majority of students from the Control Group said that the use of the conventional method was dull. This study is in line with the study of Hayikaleng, Nair and Krishnasamy (2016) and Tamrackitkun, (2010) who mentioned that Thai English teachers preferred to use the traditional method of chalk and talk and this made students feel bored during the lesson. The conventional method makes students pay less attention in the reading comprehension class. As a result, the students in the conventional method seemed to improve less in reading comprehension as can be seen from the results of the pre-test and post-test.

5.3.4 The effects of using YouTube and conventional method on students' motivation towards the reading lesson

In this study, the researcher explored the use of YouTube/conventional method on students' motivation towards the reading lesson, using the questionnaire designed by John Keller (2010). The results revealed that there is a significant increase in the motivation scores of the Experimental Group compared to the Control Group.

In the second language classroom, motivation is a vital factor which affects the success and achievement of second language learning (Dornyei, 2000 & Gardner, 2001). According to Maslow (1970), motivation is an inner force which drives a person towards a goal based on individual needs. In other words, students who are motivated towards a particular lesson will develop the inner desire to learn. Many researchers have emphasized that the YouTube is a powerful educational and motivational tool (Alm, 2006; Malhiwsky, 2010; Woo, Herrington, & Reeves, 2007). The findings from this study are congruent with this statement, whereby students in the Experimental

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Group who were taught using YouTube were much more motivated towards the reading lesson compared to students in the Control Group who were taught using the conventional method. By integrating YouTube, it is possible to increase students' motivation in learning reading comprehension. This has also been supported by the studies of Alhaj and Banafi (2015); Bravo, Amante, Simo, Enache and Fernandez (2009); Chen (2013) and Fleck, Beckman, Sterns and Hussey (2014), who explained that using YouTube can increase students' motivation.

In relation to Keller's ARCS model which represents his motivation theory (Keller, 1983) the findings from the survey administered to subjects in this study implied that the four underlying factors (attention, relevance, confidence and satisfaction) which contribute to students' motivation towards a lesson (Keller & Suzuki, 2004) have been recognized in the Experimental Group based on the significant increase in motivation scores compared to the Control Group. In other words, the survey results imply that the use of YouTube attracted students' attention towards the lesson or got students to engage actively in the lesson. This was also supported by responses from the Student Interview Questions. Apart from that, the significant improvement in comprehension scores also implied that the lesson was relevant to the students' experience and meaningful learning took place. In addition to this, improvement in comprehension scores has also added to students' confidence because the information from the YouTube helped them to understand the reading text better at the LOTS and HOTS level.

According to Keller (2008) the three factors, attention, relevance and confidence establish the motivation to learn while the final factor 'satisfaction' refers to students'

pleasant experiences during the learning process. Responses from the interview enlightened the researcher on this matter. The respondents from the Experimental Group confirmed that the students like to use YouTube because YouTube increases students' motivation and it also motivates them to concentrate in the EFL reading comprehension class.

Responses from the Student Interview Questions regarding students' motivation in using YouTube show that all the respondents in the Experimental Group agreed that the YouTube attracted the students to pay more attention and motivated them to concentrate and like to study in the English reading class. There are many previous studies (Alm, 2006; Chen, 2013; Fleck, Beckman, Sterns & Hussey, 2014; Alhaj & Banfi, 2015; Bravo, Amante, Simo, Enache & Fernandez, 2009; Malhiwsky, 2010 & Berk, 2009) that point out that utilising YouTube increases students' motivation and grabs students' attention, increases focus and' concentration, creates interest in class as well as makes learning enjoyable.

In the interview, students from both groups were asked if they would like their teacher to use YouTube/conventional method to teach them reading comprehension in the future. All the respondents in the Experimental Group (100%) wanted their teacher to use the YouTube in their reading class quoting reasons like *'it was more interesting, more enjoy and could pay more attention (see 4.3.1) and able to remember the scenario easily (see 4.3.2), able to guess the meaning from the text (see 4.3.2), as well as motivate students to concentrate on the lesson (see 4.3.2, 4.3.3)'*. On the contrary, only two (25%) students from the Control Group agreed on their teacher using the conventional method in the reading class. The other six respondents who did not agree

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with the use of the conventional method gave reasons that the method made the lessons tedious and they felt unmotivated to learn (see 4.3.1).

Apart from that, the YouTube also brings new experiences to students which attract their attention to the lesson in class (Baniabdelrahman, 2013). Students also confirm that YouTube provides authentic videos which deal with real life experiences. This makes students interested in the reading class (see 4.3.2). In other words, the authenticity of YouTube brings students to be involved in real life situations. As a result, the students are able to understand and remember the scenarios easily. This is an advantage of incorporating authentic materials in teaching and learning in the English reading class. Furthermore, Schachter (1999) asserted that technology should be used to bring about positive achievement in students' learning of any subject. In this study, the combination of sounds and moving images has certainly attracted students towards the lesson, based on their interview responses. Conversely, respondents of the Control Group (see 4.3.1) using the conventional method complained that the lesson was tedious, not motivating and uninteresting.

In relation to all these, the teacher who taught the Experimental Group reported that YouTube is one of the effective tools to use in teaching English reading comprehension among Thai students. It helped to increase students' participation and engagement in learning in the English reading class. It also helped students to understand the lesson better. On the side of using the conventional method, the teacher claimed that most of the students did not agree with the use of the conventional method because it made the lesson tedious and they felt unmotivated. In addition, the teacher herself also preferred to use a new method which involves technology in teaching and

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learning in the English reading class because she believed that the new method can help students attain better success in learning English reading comprehension.

Responses from the Student's Interview Questions also showed how students benefitted from the YouTube videos shown to them. All the respondents in the Experimental Group agreed that YouTube provided them a lot of relevant information and as a result they were able to understand the reading text better. This study is in line with the study of Almurashi (2016) and Buzzetto-More (2012) who stressed that YouTube can improve students' understanding of the lessons. Besides, YouTube attracted the students to pay more attention and motivated them to concentrate and like to study in the English reading class. As Berk (2009) pointed out, YouTube can grab students' attention, focus students' concentration, create interest in class as well as make learning fun. In addition, by watching YouTube the students were able to guess the meaning of difficult words as well as remember the events. On the other hand, only two of the respondents from the Control Group said that the lesson was good and easy to understand while six respondents reported that the use of the conventional method was boring. This study is in line with the study of Hayikaleng, Nair and Krishnasamy (2016) and Tamrackitkun, (2010) who mentioned that Thai English teachers prefer to use the traditional method of chalk and talk that makes student feel dull during the lesson.

5.3.5 Students' perceptions on the utilization of YouTube and conventional method in teaching reading comprehension

The analysis and interpretation regarding the students' perceptions towards the use of the YouTube/conventional method in learning English reading comprehension was

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interpreted in the manner of comparison of ideas. Their ideas were based on three Student Interview Questions as follows:

The results of Student Interview Question 1 from the Experimental Group regarding the pros and cons of utilising YouTube/conventional method in learning English reading comprehension clearly showed their positive attitude towards the use of YouTube in the EFL reading classroom because all of them liked the method used by the teacher. Overall, the participants' responses to Student Interview Question 1 revealed that they perceived YouTube as good and enjoyed learning with it. Moreover, the interview data showed that the participants were generally interested in learning EFL reading comprehension by using YouTube because YouTube helped them to understand and remember the subject matter better. In addition, the respondents also said that they could pay more attention in class and the lesson was more interesting with the use of YouTube.

The findings was in line with the study of Berk (2009), Kalid and Muhammad (2012) and Rosha, Rosha and Singh (2016) who stated that using YouTube made the lesson more interesting and fun as well as attract students to pay more attention to the lessons. Three of the respondents (R6, R7 and R8) even said that they felt more relaxed in the classroom with the use of YouTube. Moreover, they liked YouTube because it was real or showed real life happenings, which helped the students to understand the reality of the situation. The findings were congruent with the study of Brook (2011) and Oddone (2011) who reported that YouTube provides authentic materials which relate to real life. The findings are also supported by Mayer (2010) who stressed that YouTube provides both sounds and pictures which authentic material are and this helps

learners to relate to real life and be able to understand the scenario easily. This feature helps to explain why the participants had very positive perceptions towards the use of YouTube. As a whole, YouTube attracts students to learn in an atmosphere of fun and joy.

Conversely, most of the students from the Control Group disliked the method used by their teacher. They mentioned that the use of the conventional method made learning tedious and they felt unmotivated because the .materials given were less interesting. The findings are congruent with the findings of Hayikaleng, Nair and Krishnasamy (2016) and Tamrackitkun, (2010) who concluded that Thai English teachers prefer to use the traditional method of chalk and talk which make students feel dull during the lesson. On the other hand, only two respondents said that they understood some of the content taught by the teacher who used the conventional method.

The results of Student Interview Question 2 revealed that all eight respondents of the Experimental Group agreed that the information from YouTube helped them in answering the questions. Pictures from YouTube helped them to understand and remember the lesson well. As mentioned by Mayer (2009), humans learn better from words and pictures than words or pictures alone. Students were also able to give examples from the YouTube they had viewed in class. Most students were able to give examples from YouTube of the following themes; health, agriculture and tourism. The findings are parallel to the findings of Almurashi (2016) and Buzzetto-More (2015) who said that YouTube helps the learners to remember easily and understand the text better. Some students also mentioned that they can practice listening skills from the sounds they listen to in YouTube. The results of the present study support the research

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findings by Boutkhil, Chllali and Ibtissam (2015) and Medoukali (2015) that YouTube also improves listening skills. In addition, using YouTube helped students to guess meaning from the reading text and enabled students to continue with the events accordingly, through the pictures they see in YouTube. Moreover, YouTube trains students to think critically. The findings are in line with the findings of Balan (2012); June, Yaacob and Kheng (2014) who stressed that YouTube builds critical thinking skills. More importantly, YouTube brings students to be involved in real life situations which enable them to relate to their background knowledge and in turn they are able to understand the reading text easily.

Respondents from the Control Group did not give very encouraging answers regarding their perceptions on whether the conventional method helped them to understand the text. Most of them opined that the method is dull and not interesting. The lesson is teacher centred and as such they feel sleepy in class. They also feel tedious and not motivated to learn because they find the passages are difficult to comprehend and the teacher is not helping them much. Only two respondents agreed with the use of the conventional method because these students were familiar with the chalk and talk way of teaching. The other six participants claimed that the conventional method cannot help them in understanding the lesson. Some even suggested that the teacher should use computers in the classroom and language labs during the reading class to help the students improve their English comprehension. In other words, integrating ICT in EFL reading comprehension class might enable students to improve their reading comprehension. Many scholars from different countries suggest to integrate ICT in language teaching and learning (Bingimlas, 2009; Brünner, 2013; Chhabra, 2012;

Klimova & Poulova, 2014; Lo, 2012; Nguyen & Tri, 2014; Teo, Chai, Hung, & Lee, 2008b) in order to improve their abilities in comprehending the reading text.

The findings of the Student Interview Question 3 revealed that all eight respondents from the Experimental Group agreed that they preferred their teacher to use YouTube to teach English reading comprehension in the future. The main reasons given by these respondents were they could pay more attention in class and the class was more interesting and enjoyable. One of the respondents even said that YouTube was better than the blackboard. In addition, the respondents also mentioned that YouTube helped them to remember the information and be able to guess the meaning of difficult words from the reading text. YouTube is an effective tool for them to learn EFL reading comprehension. This finding is supported by the findings of Alwehaibi (2015), Fee and Budde-Sung (2014) and Jaturongkachoke and Chaseawrassamee (2013) who considered YouTube an effective tool in teaching and learning EFL in the classroom.

On the other hand, majority of the students from the Control Group did not agree with the use of the conventional method in the future because this method cannot help them much in understanding the lesson. In addition, the conventional method was dull and they did not feel unmotivated. This study is in line with the study of Hayikaleng, Nair and Krishnasamy (2016) and Tamrackitkun, (2010) who mentioned that Thai English teachers prefer to use the traditional method of chalk and talk that made students feel dull and bored during the lesson. Moreover, this method also does not promote critical thinking skills. This study is congruent with the studies of Foley (2005) and Kongkerd (2013) who stressed that the conventional method does not promote critical thinking skills.

5.3.6 Teachers' perceptions on the utilization of YouTube and conventional method in teaching reading comprehension

The analysis and interpretation regarding the teachers' perceptions towards the use of YouTube and the conventional method in teaching English reading comprehension was interpreted through the comparison of ideas.

The results of Teacher Interview Question 1 from the Experimental Group regarding the pros and cons of utilising YouTube/conventional method in teaching English reading comprehension revealed that the teacher who taught the Experimental Group liked using YouTube because it helped to improve students' English comprehension. The teacher mentioned that her students could understand the lesson better through a combination of words and pictures from YouTube. The findings were supported by those of Almurashi (2016) and Buzzetto-More (2015) who confirmed that using YouTube helps students to understand the lesson better. Using YouTube is very interesting and is regarded as a new method for this college. It helps students to pay more attention to the lesson because through YouTube students can read the subtitles and see pictures on the passages. The important thing is students can enjoy learning and do not find it tedious to follow the lesson. The teacher reported that this improvement can be noticed from students who come to wait before the class begins. Usually the majority of students would come on time or sometimes late by five minutes but because the teacher used YouTube in the English reading class the students started coming before the class started. By applying YouTube, the students are able to relate to real life experiences. In other words, YouTube provides two modes; verbal and pictorial, which help students to activate and recall schemata they have read and seen from YouTube. They are able to hear the pronunciation from different accents of

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English, can guess the meanings through the pictures provided by YouTube, and be able to remember the situation easily. At the same time they can give examples related to the lesson as well as practice them in real life. In addition, YouTube also helped students to increase their motivation in learning EFL as mentioned by Alhaj and Banafi (2015); Bravo, Amante, Simo, Enache and Fernandez (2009); Chen (2013) and Fleck, Beckman, Sterns and Hussey (2014). Nonetheless, words and pictures provided by the YouTube help students to understand the scenario better.

While the teacher of the Control Group mentioned that Thai English teachers preferred to use the conventional method, under 21st century learning, the conventional method should be discarded. In other words, as mentioned by Dede (2012), information and communications technology (ICT) becomes part of everyday practice in the 21st century. It is also important to note that ICT is also introduced in the education field, including second language teaching and learning in order to make students' learning more motivating and effective. The teacher reported the only one thing that she agreed with in the use of the conventional method is that the weak students feel it is easier to understand the teacher's pronunciation because the teacher reads sentence by sentence slowly. She also claimed that the conventional method too showed some static pictures but the students were still unmotivated in learning English reading comprehension. The teacher further elaborated that without pictures the students felt bored and did not concentrate on the lesson. Based on the teacher's perceptions the conventional method cannot help students much in learning English reading comprehension because the pedagogy used by Thai English teachers is not appropriate. This finding is supported by Noom-ura (2013) and Chomchaiya and Dunworth (2008) who confirm that Thai

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English teachers use inappropriate teaching methods to teach EFL reading comprehension, making the learning process less effective.

All these results can fulfil the researcher's intention and focus on how to improve English proficiency and find ways to make students interested in learning as well as increase students' motivation in learning English reading comprehension. Based on the advantages of using YouTube, the teacher from the Experimental Group mentioned that she preferred to teach her students by using YouTube. Regarding this aspect, the teacher who taught the Control Group said that the conventional method is a way that Thai English teachers prefer to use to teach students in this area, especially Narathiwat. Similarly, students are familiar with the conventional method. The teacher reported that some of them agreed with the use of the conventional method because they felt it easy to understand the teacher's pronunciation and the language used by the teacher was Thai. This opinion is in line with those of Mahimuang (2005) and Simpson (2011) who mentioned that the medium of teaching in the classroom is mostly Thai. In other words, some students agreed with the conventional method because the teacher used Thai language to teach EFL in the reading comprehension class.

In relation to Teacher Interview Question 2, the Experimental Group said that YouTube helps to explain the lesson by itself because when the students look at the moving pictures presented by YouTube it matches their schema and the students can guess what is going to come next. Even not all students understand in the same way, at least it helps students to think more critically. This outcome is in line with those of Balan (2012); June, Yaacob and Kheng (2014) who revealed that using YouTube encourages critical thinking skills. Besides, the teacher has time to observe the learning

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style of the students as well as to see how they are interested in learning by using YouTube. Nonetheless, she also has time to think about the questions that should be asked related to the passage, other than the questions provided in the text.

Meanwhile, the Control Group teacher did not give very encouraging answers regarding her perceptions on whether the conventional method helped in teaching reading comprehension. She felt good that at least two students could understand the reading text better with information from the conventional method and the teacher reading the text and showing pictures to the students. The teacher claimed that the conventional method could not help the students much in providing critical thinking skills. This claim is congruent with that of Foley (2005) who confirmed that the conventional method does not promote critical thinking skills. In fact, critical thinking is very important in learning EFL reading comprehension because critical thinking helps students improve their level of HOTS.

According to Teacher Interview Question 3, the Experimental Group teacher declared that she preferred to use YouTube as an additional tool to teach English reading comprehension in the future. The main reasons given by the teacher were that the students could pay more attention in class and the class was more interesting and fun. The lessons were not tedious because they liked the pictures and sound effects which brought students to feel relaxed while learning in the EFL reading comprehension class. By watching YouTube the students were able to remember the events easily. Utilizing YouTube is in line with the new Thai curriculum that emphasizes the use of technology to integrate teaching and learning. Therefore, integrating YouTube is regarded as a new way of teaching to support the new curriculum and as an effective

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tool for enhancing learning in the EFL reading classroom (Alwehaibi, 2015; Fee & Budde-Sung, 2014; and Jaturongkachoke & Chaseawrassamee, 2013).

The Control Group teacher mentioned that traditional teaching is not bad but today the internet is prevalent everywhere. If the teacher can therefore teach by integrating the lesson with online elements, then it would be more interesting and fun. The college should encourage the English teachers to change the conventional method because this method does not provide critical thinking skills. The new curriculum highlights the integration of technology in teaching and learning, in order to create a learner-centred environment. In view of this, the teacher preferred to teach her students by using a new method which involves technology of the future. She also stressed that using the new method might help change students' attitude towards learning the English language, in positive way. They do not think of only passing examinations (Jehdo, 2009) but also want to be able to use it in the future. Therefore, the teacher preferred to change into a new way of teaching, by integrating technology to teach reading comprehension in the future to support the new curriculum that is learner-centred.

5.4 Implications of the study

The empirical evidence of this study contributed three findings related to the use of YouTube to teach EFL reading comprehension. The results of the study which are in line with that of previous research show that YouTube can improve the process of learning EFL comprehension among Thai students. The study has important theoretical implications, pedagogical implications and practical implications:

5.4.1 Theoretical contribution

The purpose of the current study is to investigate the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation among Thai students. Three theories are applied in this study, namely: Schema theory, Mayer's multimedia theory, and Keller's theory of motivation.

English is regarded a difficult subject among the majority of Thai students, as can be seen from O-NET results (2015). It happens in several countries where English is taught as a foreign language, especially in Asian countries and Thailand is one of those countries (Shin, Brudhiprabha, & Surasin, 2014). Therefore, the Thai English teachers have to play a major role to find an interesting way of teaching, to attract students to love learning English, especially reading skills. In this study, the researcher has used eight reading texts adapted from YouTube to teach reading comprehension among low proficiency students. All passages were selected based on the appropriate level of student experience in daily life as well as being related to Thai cultures. Besides, some topics were chosen by experts in order to encourage students to learn.

The results of this study support the theory that schema facilitates students' EFL reading comprehension. Piaget referred to schema as an organized pattern of thought used to explain experiences as a schema (Piaget, 1952; Shaffer, 2002). This research supports the schema theory in that reading comprehension is based on the reader's ability to access prior knowledge to process the unknown and make inferences regarding meaning for future understanding. In relation to meeting the standard, this study selected eight reading passages which were relevant to students' schemata, to help the students to activate their background knowledge which is kept in long-term

memory and use that information to understand new information. Schema helps the reader to understand and be able to answer LOTS and HOTS questions better.

The present study also supports Mayer's Theory of Multimedia (Mayer, 2010a) which explains that when an individual reads a text, he uses both verbal and pictorial channels in his working memory to process new information before constructing meaning in order to comprehend the reading text. This theory supports the utilization of YouTube which presents both words and pictures to help the readers to activate background knowledge to comprehend the reading text easily. The YouTube lessens the impact of reading using improved technology in the electronic format. This research provides support for this viewpoint in that the current study utilized YouTube to access reading comprehension. This study also supports the schema theory by Piaget (1952) which stresses that student's comprehension can be enhanced when their schema or prior knowledge is activated.

The theoretical framework for this study also involves Keller's Theory of Motivation (Keller, 2010). This involves both intrinsic and extrinsic motivation as well as the individual's purposes for achievement. Learning and motivation have a relationship in mastering the target of language learning. Therefore, to be successful in learning English reading learners need to have motivation. This research indicates that integrating YouTube increase students' motivation to learn English reading comprehension.

5.4.2 Pedagogical Implication

In terms of pedagogical contributions the findings affirm that the utilization of YouTube significantly enhances students' mean scores in reading comprehension and their motivation towards learning English. Findings from the interviews with students and teachers from the Experimental Group also support the quantitative findings.

As such ESL teachers can use YouTube as an alternative tool to enhance students' achievement and motivation in EFL comprehension. Therefore, YouTube can be considered an effective tool for enhancing the process of learning English reading and providing critical thinking skills.

This study also indicates that the use of YouTube has significant effects on students' motivation towards learning English reading. The moving images and sounds have a profound effect in rousing students' interest towards the reading lesson. In addition, it also helps students to pay more attention to reading the texts, which in turn helps students to understand the reading texts better. Using YouTube also increases students' motivation, which enables students to give full attention in class and facilitates the teaching of reading comprehension in the language classroom. The study also suggests that using YouTube in teaching and learning EFL provides substantial benefits to enhance the process of learning English reading comprehension.

The lesson plans used in this study (see Appendix A-1, A-2) can be adapted by teachers according to their respective classes. The results of the study can be used by the Ministry of Education and Teacher Training Division to carry out in-service workshops for English language teachers on the use of YouTube in teaching reading

comprehension. YouTube can be seen as a new tool in teaching reading comprehension, involving learner-centred activities replacing the conventional method of chalk and talk. In the workshop, teachers can be taught the criteria for choosing video clips for their reading texts as well as how to download videos from YouTube. Then teachers can work together and prepare appropriate lesson plans based on the ones used in this research.

5.4.3 Practical Implications

The use of YouTube is a new method which is widely used abroad but regarded as a relatively new tool to be employed in teaching and learning EFL in Thailand. The findings from quantitative data analysis show the significant effects on the students' achievement on LOTS, HOTS and overall comprehension questions as well as motivation questions. In addition, the interview questions helped the researcher to understand students' perceptions and the teacher's perceptions regarding the use of YouTube/ conventional method in the EFL reading classroom. The findings imply that students from the Experimental Group enjoyed the YouTube because of its dynamic features (sounds and moving images). This feature of the YouTube interests them, thus they pay more attention to their lessons and are motivated to learn the lesson as well (this has been shown in the motivation scores obtained by them). Nonetheless, the interview responses also reveal that students found the YouTube provided them with the ability to improve not only their reading skills but listening and critical thinking skills as well. In addition, YouTube provides them authentic materials that involve real life experience which in turn helps them to understand the reading texts better. By using YouTube, the learners find a new way to develop their language skills.

5.5 Limitations of the Study

Similar to any other research, this particular study is not exempted from limitations. The present study has been valid and valuable in addressing the research questions regarding the effects of utilizing YouTube on LOTS and HOTS in reading comprehension and motivation among Thai students. However, in conducting this study, certain limitations have appeared. They are as follows:

Firstly, this study focused only on the first year students in Narathiwat Technical Collage. Therefore, the findings cannot be generalized to all Thai EFL students as the current study deals with first year vocational students in Narathiwat Technical College only. The findings can only be generalized to similar samples.

Secondly, the study was only conducted for eight weeks, and only eight reading passages were used during the study, due to time constraint. Such constraints of time frame and comprehension passages will be the limitations in this study.

Thirdly, the study focused only on the effects of utilizing YouTube on LOTS and HOTS in reading comprehension and motivation among Thai students. The use of YouTube in this study might not cover other skills such as listening, speaking and writing.

Lastly, two different teachers were chosen to teach the Experimental Group and the Control Group. However, there was a possibility that the teaching styles of the teachers were beyond the researcher's control. However the researcher made sure that both the teachers from the Experimental Group and the Control Group were English graduates,

trained to teach English and have more than five years of experience in teaching English.

5.6 Recommendations for Future Research

The researcher used only a small sample of 67 students and two English teachers to carry out this study. Future research should engage bigger samples which include colleges from different parts in Thailand to obtain more conclusive findings which can resemble a bigger population. Secondly, this research was conducted in Narathiwat Technical College. In future however, researchers could conduct similar researches on samples from bigger towns. The research can seek to investigate the effectiveness of utilizing YouTube in enriching students' four skills of learning. Thirdly, future research could focus on utilizing YouTube in the 'while-reading phase' instead of pre-reading and post-reading phases. In addition, research could be carried out on higher level students like second year and third year vocational students and examine how YouTube can be used to improve skills like listening, speaking and writing. Fourthly, future research can explore YouTube technology using variations to teach reading comprehension. For instance, 'sound off' feature (Duffy, 2008) could be used and be replaced by the researcher's voice to narrate the whole YouTube episode. Finally, the 'pause' feature (Duffy, 2008) could be used to temporarily pause the YouTube video at the required scene and ask students to guess what will happen next.

5.7 Conclusion

English is a foreign language in Thailand. English language teachers are regularly faced with major challenges in teaching English language reading in every part of the country, especially in rural areas. Hence, new methods and techniques are constantly

introduced from time to time to make lessons more interesting and motivating for students to learn. In this study, the researcher integrated YouTube in teaching and learning in the English reading class to see the effects of utilizing YouTube on using LOTS and HOTS in reading comprehension and motivation among Thai students. It is hoped that more teachers in Thailand will use YouTube to enhance students' ESL reading comprehension.

The findings of this research are a step towards introducing YouTube as another interesting alternative tool in the teaching and learning of English reading comprehension. YouTube is a combination of images, sounds and movements which serve to increase students' interest and attention towards reading lessons. This in turn enhances their learning. Therefore, it is the researcher's hope that this study will encourage future researchers to explore further the use of YouTube to be used in the teaching and learning of English reading comprehension in Thailand.
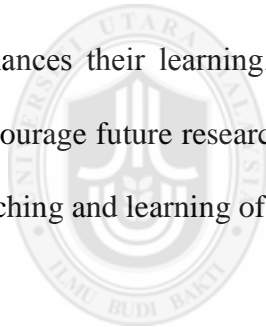
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APPENDICES

APPENDIX A

Lesson Plan

Appendix A-1 Lesson Plan (Experimental Group)

Lesson Plan on Using YouTube (Passage One)

Subject: Meson

Class: Experimental Group

Time: 1 hour

No. of students: 33

Language Focus: Reading

Topic: How to Grow Paddy

Learning Outcomes: At the end of the lesson, students should be able to

  i.   Answer questions based on YouTube videos, guided by LOTS and HOTS

 ii.   Identify main ideas in the text

iii.   Answer multiple choice questions based on the given passage.

Step	Time	Activities
1	10	Introduction: The teacher shows a picture related to the reading passage and asks students to give their comments.
2	10	Opening: The teacher opens a YouTube video on the screen in front of the class and asks simple questions based on the video, applying LOTS and HOTS to guide the students. 1. What is the video about? 2. Do you know how to grow paddy? 3. What should be prepared to grow paddy?
3	20	The teacher distributes the reading passage to the students and asks them to read it silently. Then the teacher discusses the passage with the entire class, focusing on main ideas and details as well as guessing the meanings of difficult words in the passage. In the process, the teacher asks the students questions to get them to engage with LOTS and HOTS questions.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using YouTube (Passage Two)

Subject: Meson

Class: Experimental Group

Time: 1 hour

No. of students: 33

Language Focus: Reading

Topic: Benefit of Urban Forest

Learning Outcomes: At the end of the lesson, students should be able to

    i.   Answer questions based on YouTube videos, guided by LOTS and HOTS

   ii.   Identify main ideas in the text

  iii.   Answer multiple choice questions based on the given passage.

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows a picture related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher opens a YouTube video on the screen in front of the class and asks simple questions based on the video, applying LOTS and HOTS to guide the students. 1. What is the video about? 2. What do you understand by the term 'urban forest'? 3. What is the importance of urban forest?
3	20	The teacher distributes the reading passage to the students and asks them to read it silently. Then the teacher discusses the passage with the entire class, focusing on main ideas and details as well as guessing the meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS questions.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using YouTube (Passage Three)

Subject: Meson

Class: Experimental Group

Time: 1 hour

No. of students: 33

Language Focus: Reading

Topic: What is OPEC?

Learning Outcomes: At the end of the lesson, students should be able to

i.   Answer questions based on YouTube videos, guided by LOTS and HOTS questions

ii.   Identify main ideas in the text

iii.   Answer multiple choice questions based on the given passage.

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows a picture related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher shows a YouTube video on the screen in front of the class and asks simple questions based on the video, by applying LOTS and HOTS to guide the students. 1. What is the YouTube about? 2. What is OPEC? 3. What is the main reason for forming OPEC?
3	20	The teacher distributes the reading passage to the students and asks them to read it silently. Then the teacher discusses the passage with the entire class, focusing on main ideas and details as well as guessing the meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using YouTube (Passage Four)

Subject: Meson

Class: Experimental Group

Time: 1 hour

No. of students: 33

Language Focus: Reading

Topic: Snake Catcher

Learning Outcomes: At the end of the lesson, students should be able to

   i.   Answer questions based on the YouTube videos, guided by LOTS and HOTS questions

  ii.   Identify main ideas in the text

 iii.   Answer multiple choice questions based on the given passage.

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows a picture related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher opens a YouTube video on the screen in front of the class and asks simple questions based on the video, applying LOTS and HOTS to guide the students. 1. What is the video about? 2. Do you know the names of any dangerous snakes? 3. What would you do if you see a dangerous snake?
3	20	The teacher distributes the reading passage to the students and asks them to read it silently. Then the teacher discusses the passage with the entire class, focusing on main ideas and details as well as guessing the meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using YouTube (Passage Five)

Subject: Meson

Class: Experimental Group

Time: 1 hour

No. of students: 33

Language Focus: Reading

Topic: Kota Kinabalu

Learning Outcomes: At the end of the lesson, students should be able to

  i. Answer questions based on YouTube videos, guided by LOTS and HOTS

 ii. Identify main ideas in the text

iii. Answer multiple choice questions based on the given passage.

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows a picture related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher opens a YouTube video on the screen in front of the class and asks simple questions based on the video, applying LOTS and HOTS to guide the students. 1. What is the YouTube about? 2. Have you ever been to Kota Kinabalu? 3. Why do you think people like to visit Kota Kinabalu?
3	20	The teacher distributes the reading passage to the students and asks them to read it silently. Then the teacher discusses the passage with the entire class, focusing on main ideas and details as well as guessing the meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS questions.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using YouTube (Passage Six)

Subject: Meson

Class: Experimental Group

Time: 1 hour

No. of students: 33

Language Focus: Reading

Topic: History of Prasat Hin Panom Rung

Learning Outcomes: At the end of the lesson, students should be able to

   i.   Answer questions based on YouTube videos, guided by LOTS and HOTS

  ii.   Identify main ideas in the text

 iii.   Answer multiple choice questions based on the given passage.

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows a picture related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher opens a YouTube video on the screen in front of the class and asks simple questions based on the video, applying LOTS and HOTS to guide the students. 1. What is the YouTube about? 2. Where is the Prasat Hin Panom Rung? 3. Why do you think many people visit the Prasat Hin Panom Rung?
3	20	The teacher distributes the reading passage to the students and asks them to read it silently. Then the teacher discusses the passage with the entire class, focusing on main ideas and details as well as guessing the meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS questions.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using YouTube (Passage Seven)

Subject: Meson

Class: Experimental Group

Time: 1 hour

No. of students: 33

Language Focus: Reading

Topic: How to Relax Your Mind

Learning Outcomes: At the end of the lesson, students should be able to

 i. Answer questions based on YouTube videos, guided by LOTS and HOTS questions

 ii. Identify main ideas in the text

 iii. Answer multiple choice questions based on the given passage.

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows a picture related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher opens a YouTube video on the screen in front of the class and asks simple questions based on the video, applying LOTS and HOTS to guide the students. 1. What is the YouTube about? 2. Have you ever felt stressed? 3. Give me a rough idea about how to relax your mind?
3	20	The teacher distributes the reading passage to the students and asks them to read it silently. Then the teacher discusses the passage with the entire class, focusing on main ideas and details as well as guessing the meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using YouTube (Passage Eight)

Subject: Meson

Class: Experimental Group

Time: 1 hour

No. of students: 33

Language Focus: Reading

Topic: Silom Night Market

Learning Outcomes: At the end of the lesson, students should be able to

    i.   Answer questions based on the YouTube videos, guided by LOTS and HOTS

    ii.   Identify main ideas in the text

    iii.   Answer multiple choice questions based on the given passage.

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows a picture related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher opens a YouTube video on the screen in front of the class and asks simple questions based on the video, applying LOTS and HOTS to guide the students. 1. What is the YouTube about? 2. Have you ever been to a night market? 3. Can you summarize the incidents you saw in the last picture?
3	20	The teacher distributes the reading passage to the students and asks them to read it silently. Then the teacher discusses the passage with the entire class, focusing on main ideas and details as well as guessing the meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Appendix A-2 Lesson Plan (Control Group)

Lesson Plan on Using Conventional Method (Passage One)

Subject: Information Technology

Class: Control Group

Time: 1 hour

No. of students: 34

Language Focus: Reading

Topic: How to Grow Paddy

Learning Outcomes: At the end of the lesson, students should be able to

i.   Answer questions based on pictures, guided by LOTS and HOTS

ii. Identify main ideas in the text

iii. Answer multiple choice questions based on the given passage.

Step	Time	Activities
1	10	Introduction: The teacher shows three pictures related to the reading passage and asks students to give their comments.
2	10	Opening: The teacher asks simple questions based on the pictures by applying LOTS and HOTS to guide the students. 1. What do you see in pictures 1, 2 & 3? 2. Do you know how to grow paddy? 3. What are the preparations needed to grow paddy?
3	20	The teacher distributes the reading passage to the students and asks for a volunteer to read the passage loudly so that other students can repeat after him or her. Then the teacher explains the whole passage to the entire class, focusing on main ideas and details as well as providing meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS. Students are encouraged to ask questions if they do not understand the lesson.
4	10	Applying: The teacher and students together summarize the passage to.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using Conventional Method (Passage Two)

Subject: Information Technology

Class: Control Group

Time: 1 hour

No. of students: 34

Language Focus: Reading

Topic: Benefit of Urban Forest

Learning Outcomes: At the end of the lesson, students should be able to

   i.   Answer questions based on the pictures, guided by LOTS and HOTS

  ii.   Identify main ideas in the text

 iii.   Answer multiple choice questions based on the given passage.

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows three pictures related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher asks simple questions based on the pictures by applying LOTS and HOTS to guide the students. 1. What do you see in pictures 1, 2 & 3? 2. What do you understand by the term 'urban forest'? 3. What is the importance of urban forest?
3	20	The teacher distributes the reading passage to the students and asks for a volunteer to read the passage loudly so that other students can repeat after him or her. Then the teacher explains the whole passage to the entire class, focusing on main ideas and details as well as providing meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS. Students are encouraged to ask questions if they do not understand the lesson.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using Conventional Method (Passage Three)

Subject: Information Technology

Class: Control Group

Time: 1 hour

No. of students: 34

Language Focus: Reading

Topic: What is OPEC?

Learning Outcomes: At the end of the lesson, students should be able to

  i.   Answer questions based on the pictures, guided by LOTS and HOTS

  ii. Identify main ideas in the text

  iii. Answer multiple choice questions based on the given passage

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows three pictures related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher asks simple questions based on the pictures by applying LOTS and HOTS to guide the students. 1. What do the pictures 2 and 3 show? 2. What is OPEC? 3. What was the main reason for forming OPEC?
3	20	The teacher distributes the reading passage to the students and asks for a volunteer to read the passage loudly so that other students can repeat after him or her. Then the teacher explains the whole passage to the entire class, focusing on main ideas and details as well as providing meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS. Students are encouraged to ask questions if they do not understand the lesson.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using Conventional Method (Passage Four)

Subject: Information Technology

Class: Control Group

Time: 1 hour

No. of students: 34

Language Focus: Reading

Topic: Snake Catcher

Learning Outcomes: At the end of the lesson, students should be able to

   i.   Answer questions based on pictures guided by LOTS and HOTS

  ii.   Identify main ideas in the text

 iii.   Answer multiple choice questions based on the given passage

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows three pictures related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher asks simple questions based on the pictures by applying LOTS and HOTS to guide the students. 1. What do all the pictures show you? 2. Do you know any dangerous snake? 3. What would you do if you see a dangerous snake?
3	20	The teacher distributes the reading passage to the students and asks for a volunteer to read the passage loudly so that other students can repeat after him or her. Then the teacher explains the whole passage to the entire class, focusing on main ideas and details as well as providing meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS. Students are encouraged to ask questions if they do not understand the lesson.
4	10	Applying: The teacher and students together summarize the.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using Conventional Method (Passage Five)

Subject: Information Technology

Class: Control Group

Time: 1 hour

No. of students: 34

Language Focus: Reading

Topic: Kota Kinabalu

Learning Outcomes: At the end of the lesson, students should be able to

   i.   Answer questions based on the pictures, guided by LOTS and HOTS

  ii.   Identify main ideas in the text

 iii.   Answer multiple choice questions based on the given passage

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows three pictures related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher asks simple questions based on the pictures by applying LOTS and HOTS to guide the students. 1. What do you see in the first picture? Can you tell me where this is? 2. Have you ever been to Kota Kinabalu? 3. Why do you think people like to visit Kota Kinabalu?
3	20	The teacher distributes the reading passage to the students and asks for a volunteer to read the passage loudly so that other students can repeat after him or her. Then the teacher explains the whole passage to the entire class, focusing on main ideas and details as well as providing meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS. Students are encouraged to ask questions if they do not understand the lesson.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using Conventional Method (Passage Six)

Subject: Information Technology

Class: Control Group

Time: 1 hour

No. of students: 34

Language Focus: Reading

Topic: History of Prasat Hin Panom Rung

Learning Outcomes: At the end of the lesson, students should be able to

  i.   Answer questions based on the pictures, guided by LOTS and HOTS

  ii.   Identify main ideas in the text

  iii.   Answer multiple choice questions based on the given passage

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows three pictures related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher asks simple questions based on the pictures by applying LOTS and HOTS to guide the students. 1. What do you see in the last picture? 2. Where is Prasat Hin Panom Rung? 3. Why do you think many people visit Prasat Hin Panom Rung?
3	20	The teacher distributes the reading passage to the students and asks for a volunteer to read the passage loudly so that other students can repeat after him or her. Then the teacher explains the whole passage to the entire class, focusing on main ideas and details as well as providing meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS. Students are encouraged to ask questions if they do not understand the lesson.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using Conventional Method (Passage Seven)

Subject: Information Technology

Class: Control Group

Time: 1 hour

No. of students: 34

Language Focus: Reading

Topic: How to Relax Your Mind

Learning Outcomes: At the end of the lesson, students should be able to

   i.   Answer questions based on the pictures, guided by LOTS and HOTS

  ii.   Identify main ideas in the text

 iii.   Answer multiple choice questions based on the given passage

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows three pictures related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher asks simple questions based on the pictures by applying LOTS and HOTS to guide the students. 1. What do you see from all the pictures? 2. Have you ever felt stressed? 3. Give me an idea about how to relax the mind.
3	20	The teacher distributes the reading passage to the students and asks for a volunteer to read the passage loudly so that other students can repeat after him or her. Then the teacher explains the whole passage to the entire class, focusing on main ideas and details as well as providing meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS. Students are encouraged to ask questions if they do not understand the lesson.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

Lesson Plan on Using Conventional Method (Passage Eight)

Subject: Information Technology

Class: Control Group

Time: 1 hour

No. of students: 34

Language Focus: Reading

Topic: Silom Night Market

Learning Outcomes: At the end of the lesson, students should be able to

i. Answer questions based on the pictures guided by LOTS and HOTS

ii. Identify main ideas in the text

iii. Answer multiple choice questions based on the given passage

Step	Time/minutes	Activities
1	10	Introduction: The teacher shows a picture of green forests related to the reading passage and asks students to give their comments.
2	10	Practice: The teacher asks simple questions based on the pictures by applying LOTS and HOTS to guide the students. 1. What do you see in pictures 2 and 3? 2. Have you ever been to a night market? 3. Can you give a summary of what you see in the last picture?
3	20	The teacher distributes the reading passage to the students and asks for a volunteer to read the passage loudly so that other students can repeat after him or her. Then the teacher explains the whole passage to the entire class, focusing on main ideas and details as well as providing meanings of difficult words in the passage. In the process, the teacher asks students questions to get them to engage with LOTS and HOTS. Students are encouraged to ask questions if they do not understand the lesson.
4	10	Applying: The teacher and students together summarize the passage.
5	10	Students answer six questions and hand over their answers to the teacher.

APPENDIX B

Passages for teaching

Passage One - How to Grow Paddy

Paddy is a cash crop that feeds millions of people around the world. Paddy usually grows in paddy field with plenty of water. Water can protect paddy from extreme heat and cold, which stop weeds from growing. It starts with the nursery paddy field. After one month it becomes small bunches of paddy. After that, transfer them to the large main field and give space for them to grow well and tall. After three months the paddy stalk will grow. It takes up to 160 days before you can harvest the paddy. When the paddy becomes yellow and hard, it is time to harvest. The farmers will use a sickle to harvest and then separate the seed from the stalk by threshing it. In some places, they heat of the sunshine dries it out. When the paddy is dried, the grain is separated from the outer husk using the machine. Then you can get paddy. (155 words)

Adapted from: https://www.youtube.com/watch?v=kxAEiHCErSA

Lots questions

1. Where do paddy usually grown?

A. Around the world

B. In paddy field

C. In plenty of water

D. In paddy field with plenty of water

2. Why paddy usually grows well with plenty of water?

A. Because water can protect paddy from extreme dry.

B. Because water can protect paddy from extreme cold.

C. Because water can protect paddy from extreme heat   .

D. Because water can protect paddy from extreme heat and cold.

3. Choose the best answer?

A. After one month, paddy becomes paddy bunches.

B. After one month, paddy becomes big bunches.

C. After one month, paddy becomes small bunches.

D. After one month, paddy becomes medium bunches.

4. Which statement describes the use of a sickle?

A. The farmers will use a sickle to grow paddy.

B. The farmers will use a sickle to transfer paddy.

C. The farmers will use a sickle to harvest paddy.

D. The farmers will use a sickle to watering paddy.

HOTS questions

5. What is the relationship between paddy and water based on your understanding?

A. Paddy will dry if no water.

B. Paddy will die if no water.

C. Paddy will grow if no water.

D. Paddy will not grow well if no water.

6. What will happen if a farmer is not transfer paddy from the nursery field to a main field?

A. Paddy will die.

B. Paddy will dry.

C. Paddy will stop growing.

D. Paddy cannot grow well.

Passage Two - Benefits of Urban Forest

It's noticeable that street trees and sidewalk gardens beautify our urban environment. Every country encourages the planting of more trees along the street in urban areas and sidewalk gardens. When I am sitting next to a stream, I feel relaxed hearing the water and feeling the cool breeze. I feel like I am in a different world. The urban forest is a link to nature. Our urban forests are keys to the sustainability for urban development in the future. They help to control pollution and provide not only the shade for people to sit but also control noise pollution. Trees are also shelters for animals such as birds, snakes, monkeys, and insects. Trees give oxygen and take carbon dioxide during the day. Living in a well-forested environment, people tend to be healthier. Trees provide more benefits to the community. By having urban forest, people are away from pollution such as air pollution, noise pollution and it also provides a good environment for people. (162 words)

Adapted from: https://www.youtube.com/watch?v=jlz_rZH1lYk

LOTS questions

1. How does the writer feel when she is sitting next to a stream?

A. She feels like she is in a different forest.

B. She feels like she is in a different garden.

C. She feels like she is in a different world.

D. She feels like she is in a different environment.

2. What is the key benefit of urban forests?

A. To sustain the pollution in the future

B. To sustain environment in the future

C. To sustain the beauty of the urban nature

D. To sustain the urban development in the future

3. How are trees important to animals?

A. Trees provide shelter for animals.

B. Trees provide gardens for animals.

C. Trees provide streams for animals.

D. Trees provide carbon dioxide for animals.

4. Well-forested environment provides…

A. Healthy living

B. Wealthy living

C. Enjoyable living

D. Shelter living

HOTS questions

5. What do trees provide and take during the night?

A. Provide oxygen

B. Provide carbon dioxide

C. Provide oxygen and take carbon dioxide

D. Provide carbon dioxide and take oxygen

6. What will happen if your place is without trees?

A. It will be hot and breezy.

B. It will be cold and polluted.

C. It will be flooded and polluted.

D. It will be hot and polluted.
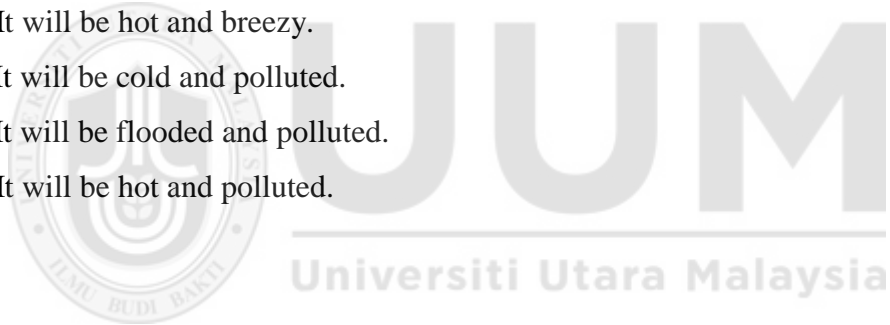
Passage Three - What is OPEC?

The Organization of the Petroleum Exporting Countries (OPEC) is a permanent, intergovernmental organization, created at the Baghdad Conference on September between 10–14, 1960, by Iran, Iraq, Kuwait, Saudi Arabia and Venezuela. OPEC had its headquarters in Geneva, Switzerland, in the first five years of its existence. This was moved to Vienna, Austria, on September 1, 1965. OPEC's objective is to co-ordinate and unifies petroleum policies among member countries, in order to secure fair and stable prices for petroleum producers. It also provides an efficient, economic and regular supply of petroleum to consuming nations; and a fair return on capital to those investing in the industry. In January 2016, OPEC had 13 member countries: six in the Middle East, one in Southeast Asia, four in Africa, two in South America. Their combined rate of oil production represented 40% of the world's total in 2014, and they accounted for 73% of the world's "proven" oil reserves, including 48% from just the six Middle Eastern members. (164 words)

Adapted from: https://www.youtube.com/watch?v=oEm5OLcbW9Q

LOTS questions

1. What does OPEC stand for?

A. Organization of Petroleum Exporting Countries

B. Organization of Petroleum Importing Countries

C. Organization of the Petroleum Exporting Countries

D. Organization of the Petroleum Importing Countries

2. In 1960 OPEC was first formed by…

A. Three countries

B. Four countries

C. Five countries

D. Six countries

3. What is the main objective of OPEC?

A. To control petroleum policies

B. To unify petroleum policies among member countries

C. To co-ordinate and unify petroleum producing among member countries

D. To co-ordinate and unify petroleum policies among member countries

4. How many countries were members of OPEC in January 2016?

A. 12 countries

B. 13 countries

C. 14 countries

D. 15 countries

HOTS questions

5. Why do you think some of the oil producing countries are not a member of OPEC?

A. Because they want to unify petroleum policy.

B. Because they want to secure petroleum price.

C. Because they want to co-ordinate petroleum price.

D. Because they want to be independent in their petroleum policy.

6. Why do you think most of the member countries of OPEC are from the Middle East?

A. Because they have no petroleum.

B. Because they have less petroleum.

C. Because they have a lot of petroleum.

D. Because they want to sell petroleum.

Passage Four - Snake Catchers: Protecting the World's Deadliest Snakes

Barry Goldsmith is a professional snake catcher from Australia. He runs his business as a snake catcher in Victoria for 40 years with his wife Karen who is 28 years old. Both of them went to Indonesia and spent some time with Bali Reptile Rescue, a small dedicated group of volunteers who aim to educate the public about snakes, as well as rescue and relocate them. Putu Edie shows off his skills when he is called to catch a King Cobra, the largest venomous snake on the earth from a rubbish tip. On the same day three of them are called to rescue another King Cobra which has been sighted near a hotel. This snake has injuries, which they treat with antibiotic cream, before releasing it back into the wild. An important part of Bali Reptile Rescue's work is education as the population expands and to show the people they do not have to fear and kill these snakes unnecessarily. Especially as King Cobras are listed as a vulnerable species. (170 words)

Adapted from: https://www.youtube.com/watch?v=tWXyAMgKBYE

LOTS questions

1. Where does Barry Goldsmith come from?

A. Indonesia

B. Australia

C. Bali

D. Bali Reptile Rescue

2. Who is Barry Goldsmith?

A. A volunteer

B. A snake catcher

C. A reptile rescuer

D. A King Cobra rescuer

3. Who is Putu Edie?

C. A volunteer from Indonesia

B. A volunteer from Australia

C. A snake catcher from Indonesia

D. A snake catcher from Australia

4. What kind of snakes are listed as a vulnerable species?

A. All kinds of snakes

B. King Cobras

C. Cobras

D. Cobras and King Cobras

HOTS questions

5. What are the challenges faced by Bali Reptile Rescue?

A. Treat injured snakes

B. Releasing the snakes into the wild

C. To give knowledge about snakes and King Cobras

D. To change people's attitude towards snakes and protect them

6. Why do you think King Cobras are listed as a vulnerable species?

A. Because they come near hotels and houses.

B. Because they are the largest venomous snakes.

C. Because people don't treat them with antibiotic.

D. Because their survival is at risk because of development.

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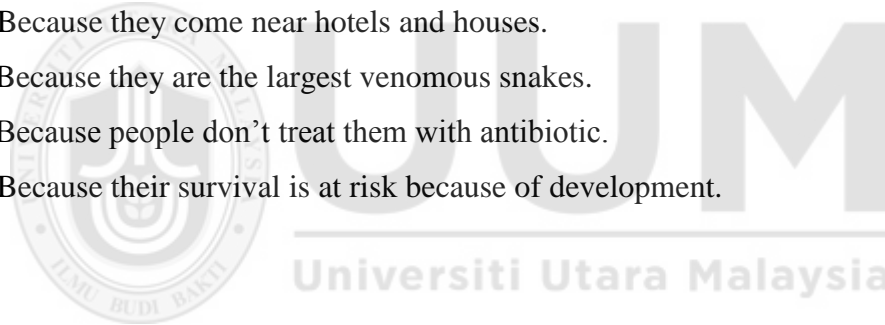
Passage Five - Kota Kinabalu

Kota Kinabalu (KK), the capital city of the state of Sabah sits on the northwest coast of Borneo facing the beautiful South China Sea, the largest urban center in Sabah. The people of KK consist of Chinese, Kadazandusun, Bajau, Brunei Malays, Indonesians and Philippinoes. There are plenty of reasons to visit Kota Kinabalu. One of the most important reasons is to visit Mount Kinabalu. This mountain is the highest peak in Southeast Asia and rich of flora and fauna. By day visitors can explore KK's many natural and cultural attractions. As the sun sets and the cool breeze wash inland, locals and visitors head for the popular Waterfront and Boardwalk for its enormous selection of restaurants, pubs and cafes. Fabulous night markets such as the famous Filipino Market by the waterfront are too crowded. It has become an attraction for tourists. It is easy to see why the Kota Kinabalu is one of the Malaysia's most loved cities. It is a tourist destination not to be missed. (167 words)

Adapted from: https://www.youtube.com/watch?v=OJHjCB6z8mo

LOTS questions

1. What is the capital city of Sabah?

A. Borneo

B. Kota Kinabalu

C. South China

D. South China Sea

2. Where is Kota Kinabalu situated?

A. Kota Kinabalu is facing the beautiful South China Sea.

B. Kota Kinabalu is facing the beautiful South Borneo.

C. Kota Kinabalu is facing the beautiful South Malaysia Sea.

D. Kota Kinabalu is facing the beautiful South Philippine Sea.

3. Which statement describes Kota Kinabalu?

A. It is the largest urban center in Sabah.

B. It is the largest urban center in Borneo.

C. It is the largest urban center in Malaysia.

D. It is the largest urban center in the Philippine.

4. Mouth Kinabalu is the highest mountain in…

A. Philippine

B. Indonesia

C. Southeast Asia

D. South China Sea

HOTS questions

5. Why tourists are attracted to night market?

A. Because the place is very crowded.

B. Because the tourists love the market.

C. Because a variety of goods are sold there.

D. Because the place is full of restaurants, pubs, and cafes.

6. Why Kota Kinabalu is a cultural attraction for tourists?

A. Because Kota Kinabalu is rich in flora and fauna.

B. Because the people are multiracial and rich in their tradition.

C. Because Kota Kinabalu is rich of natural beauty and cool breeze.

D. Because there are many restaurants, pubs and cafes in Kota Kinabalu.
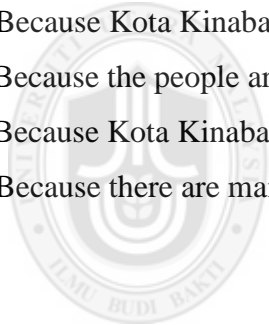
Passage Six - History of Prasat Hin Phanom Rung

Prasat Hin Phanom Rung is a Khmer temple set on the rim of an extinct volcano in Chaluemprakiat district, Buriram province in Thailand. It was built of sandstone and laterite during the 10th to 13th centuries. It was a Hindu shrine dedicated to Shiva and symbolizes Mount Kailash, his heavenly dwelling. The first thing noticed is a grand stairway from the foot of the hill up to the top. There is a Naga bridge at the first and the second level of the temple. The central area of the bridge was carved with eight lotus motifs. The bridge represents the connection between heaven and earth. In the main temple, there is the *"garbhagriha"* which is known as *"Khan Kharueha"* in Thai. It is assumed to have enshrined the linga phallic symbol of Shiva. All the religious are kept in a library known as *Banalai*. Prasat Hin Phanom Rung is one of the sacred places for Hindus and Buddhists. (158 words)

Adapted from: https://www.youtube.com/watch?v=LL3TwDKFJi8

LOTS questions

1. What is the Prasat Hin Phanom Rung?

A. It is a Khmer temple.

B. It is a Khmer bridge.

C. It is a Khmer lotus.

D. It is a Khmer sandstone.

2. Where is Prasat Hin Phanom Rung located?

A. It is located in Buriram district.

B. It is located in Phanom Rung district.

C. It is located in Khmer district.

D. It is located in Chaluemprakiat district.

3. What does the Naga Bridge represent?

A. It represents the connection between heaven and earth.

B. It represents the connection between heaven and volcano.

C. It represents the connection between heaven and lotus.

D. It represents the connection between heaven and sandstone.

4. What is Banalai?

A. It is a lotus.

B. It is a bridge.

C. It is a library.

D. It is a sandstone.
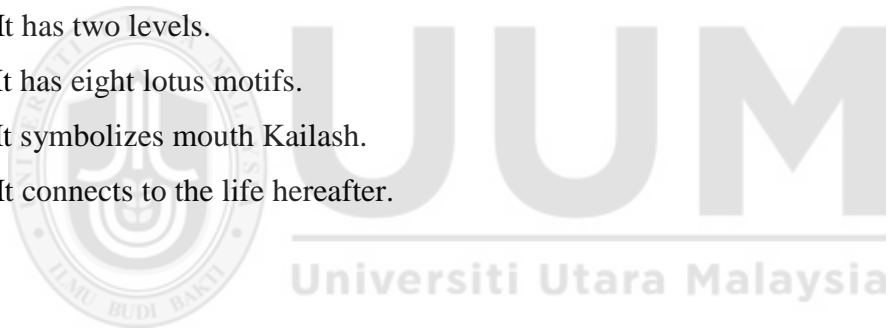
HOTS questions

5. When did the Prasat Hin Phanom Rung build?

A. More than 7 centuries ago

B. More than 13 centuries ago

C More than 20 centuries ago

D. More than 30 centuries ago

6. What is the symbolic significance of Naga bridge?

A. It has two levels.

B. It has eight lotus motifs.

C. It symbolizes mouth Kailash.

D. It connects to the life hereafter.

Passage Seven - How to Relax Your Mind

One way to know that you are stressed is when your mind is not focused, when your mind is stuck in a negative feedback. One of the first things to do when you become stressed is to stop what you are doing, walk away, and leave your task. You will come back with refreshed energy. The next thing to do is change your scenery. Get up from your desk, take a walk around your floor or your block. If there is a park nearby, get into nature. Being close to nature is a great way to relax your mind. Listening to music is a great way to relax your mind. Pick a piece of music that relaxes you, and just put it on, sit back, close your eyes, breathe deeply, relax your muscles, and allow yourself to be lost in the feeling of the music. All these can help you relax your mind and get the mind out of focusing on one thing intently. (164 words)

Adapted from: https://www.youtube.com/watch?v=ZSwNsMTZtFk

LOTS questions

1. How do you know that you are stressed?

A. When your mind is focused and stuck in a negative feedback.

B. When you feel sleepy and your mind is stuck in a negative feedback.

C. When your mind is not focused and your mind is stuck in a negative feedback.

D. When your mind is seriously focused and your mind is stuck in a negative feedback.

2. What is the first thing to do when you become stressed?

A. Stop what you are doing, walk away, and leave your task

B. Stop what you are doing, walk away, and continue your task

C. Continue what you are doing, walk away, and leave your task

D. Continue what you are doing, walk away, and do your task

3. What can help you if you stop focusing on your work and walk away?

A. You will come back without energy.

B. You will come back with new scenery.

C. You will come back with refreshed energy.

D. You will come back with negative feedback.

4. How many ways of relaxing your mind are mentioned in the passage?

A. Three ways

B. Four ways

C. Five ways

D. Six ways

HOTS questions

5. Why do people need to relax after they feel stressed?

A. Because they have to do routine work in completing their task.

B. Because they have to do similar work in completing their task.

C. Because they have to generate new ideas in completing their task.

D. Because they have to do less challenging work in completing their task.

6. Why you have to choose a piece of music to relax your mind?

A. Because all types of music can relax your mind.

B. Because only certain types of music can relax your mind.

C. Because all types of music can make you happy.

D. Because certain types of music can make you sad.

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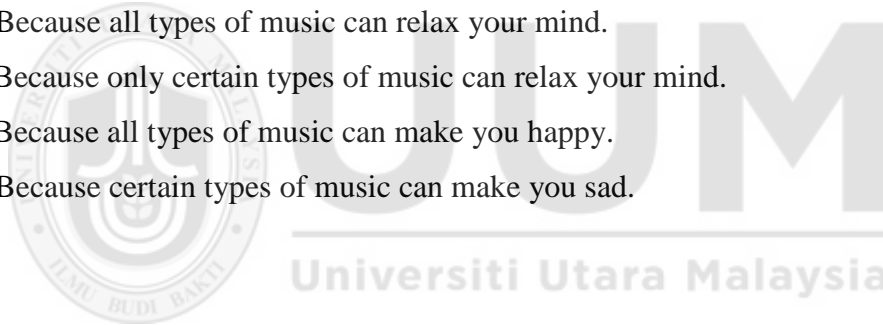
Passage Eight - Silom Night Market

Silom Night Market in Bangkok is the most famous night market in Thailand. It is near Saladaeng BTS sky Wares of all kinds are sold on the street. Some of the wares are sold at ridiculously cheap prices while others are sold at high prices that need a good haggle. The stylish and trendy shops here, sale the latest jeans and T-shirts, pretty summer dresses, and sexy show-stoppers. Basic necessities, souvenirs and all kinds of items line the street. What may be expensive back home, may be bought at a fraction of the price here, even without bargaining. You can also find clothes that are subtly Thai with elephant motifs, and sarong-style pants. Fine costume jewelries are also popular here. Unique souvenirs that represent the Thai life such as wall hangings are exhibited for sale at very low prices. Silver items, wood carvings, and handmade candles attract the local visitors and foreign tourists. The Silom Night Market is open every day, from the afternoon until 2 a.m. in the morning. (170 words)

https://www.youtube.com/watch?v=LlNPJo36At4

LOTS questions

1. What is the name of the famous night market in Bangkok?

A. Silom

B. BTS

C. Thailand

D. Saladaeng

2. Where are souvenirs sold?

A. On the street

B. Besides the street

C. In front of the shops

D. Besides the shops

3. Unique souvenirs represent…

A. Thai life

B. Thai style

C. Thai elephant

D. Thai business

4. When does Silom Night Market open?

A. At night until 2 a.m.

B. In the afternoon

C. Night to afternoon

D. Afternoon until 2 a.m.

HOTS questions

5. What are the textile items available at the Silom Night Market?

A. Latest jean, silver items and wood carving

B. Latest jean, T-shirt, dresses and sarong- style pant

C. Latest jean, summer dresses, and custom jewelries

D. Latest jean, sexy show stoppers and unique souvenirs

6. Why do you think Silom Night Market opens until morning?

A. Because the weather is not hot late at night.

B. Because Thai people like to spend late at night.

C. Because Thai people like to bargain late at night.

D. Because the business is good and it attracts many buyers.
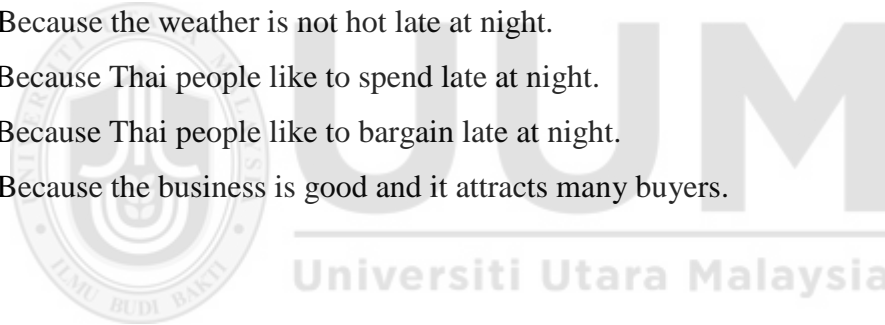
Pre-test and post-test

Passage One - Five Drinks to Help You Lose Weight

People should know that what they should drink is as important as what they should eat. Some liquid are regarded as beneficial for our health while some are not. First, water, it helps to burn fat at top speed. Water is very important and you should start with 8 glasses a day. Second, green tea, many studies prove that green tea helps you to lose weight and annoying fat. Third, vegetable juice will provide your body with all the nutrients needed by our body. Raw vegetables provide fat-burning enzymes that improve the digestion system. Fourth, coffee, its power comes from caffeine. A fat-storing hormone, but on the other hand, caffeine makes you burn more fats in calories. If you have anxiety problems, drink it 30 minutes before doing exercise. Fifth, yogurt, as it has less lactose and contains great calcium. It has smooth cream which helps you feel full longer. Its protein helps your muscles remain strong and your blood sugar level stable. (163 words)

Adapted from: https://www.youtube.com/watch?v=Q_uiHQfUpis

LOTS questions

1. How many glasses of water should people drink in a day?

A. 5 glasses

B. 6 glasses

C. 7 glasses

D. 8 glasses

2. What is the benefit of drinking vegetable juice?

A. It provides your body with all the sugar needed.

B. It provides your body with all the protein needed.

C. It provides your body with all the caffeine needed.

D. It provides your body with all the nutrients needed.

3. What does coffee consist of?

A. It consists of caffeine.

B. It consists of great calcium.

C. It consists of smooth cream.

D. It consists of fat-burning enzymes.

4. What does yogurt contain?

A. It contains less cream.

B. It contains protein.

C. It contains great calcium.

D. It contains more sugar.

HOTS questions

5. Why do you think this passage suggests that people should drink green tea, not black tea?

A. Because green tea is easy to get.

B. Because black tea is expensive.

C. Because both of them contain the same benefits.

D. Because both of them contain different benefits.

6. What choice would you make if you do not like vegetables?

A. Replace with fruits.

B. Replace with other food.

C. Avoid it and eat more food that you like.

D. Try to find food which contains similar benefits.

Passage Two - Amphawa Floating Market

Amphawa Floating Market is the second most popular floating market near Bangkok, not as large as Damnoen Saduak but more authentic, with visitors from many countries. It has become such an attraction for Thai people and visitors during weekends. Foods are sold on the boat along the river banks from noon until late in the evening of Saturdays and Sundays. The smell of delicious foods attract customers to come to the riverside and queue up to buy foods. <u>The food order will come within a few minutes</u>. If you feel tired of walking, you can go for the traditional massage inside the boat for a reasonable price. There are many beautiful resorts with green sceneries besides the river for the visitors who come from other places. Many foreigners come to visit this place and stay at the resorts nearby. Do not miss Amphawa Floating Market if you have a chance to visit Bangkok because it can be a new experience for you. (163 words)

Adapted from: https://www.youtube.com/watch?v=ptAJJ8D4d7Q

LOTS questions

1. Where is the Amphawa Floating Market located?

A. In Bangkok

B. Near Bangkok

C. In Rad Damnoen

D. In Damnoen Saduak

2. Where are the foods sold?

A. The foods are sold besides the road.

B. The foods are sold at the market.

C. The foods are sold along the river banks.

D. The foods are sold on the boat along the river banks.

3. When does the Amphawa Floating Market open?

A. On Sundays and Fridays

B. On Mondays and Fridays

C. On Saturdays and Sundays

D. On Fridays and Saturdays

4. How do you describe the sceneries at the resorts?

A. There are beautiful banks.

B. There are beautiful boats.

C. There are beautiful green sceneries.

D. There are beautiful markets.

HOTS questions

5. What is your opinion of "<u>The food order will come within a few minutes</u>"?

A. The food is very hot.

B. The food is very cold.

C. The food is very delicious.

D. The food is served very fast.

6. Why do you think the Amphawa Floating Market is open on weekends?

A. Because it is a holiday.

B. Because it is not hot.

C. Because it is not raining.

D. Because the weather is good.
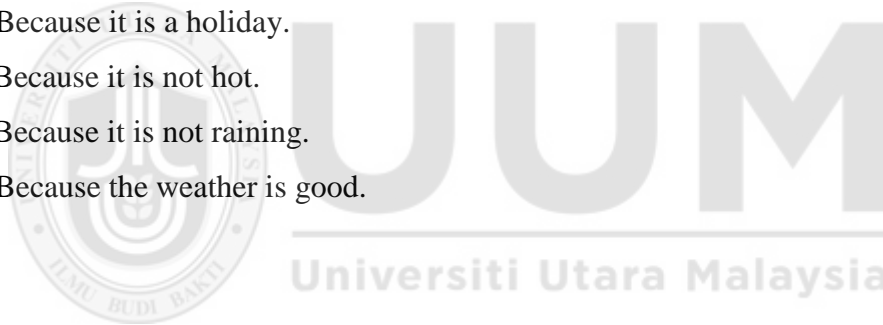
Passage Three - One Tambon One Product (OTOP)

Thailand is rich in agriculture and cultural heritage which gives it a unique identity. Thai knowledge and wisdom are brought together under the name of OTOP. The previous Prime Minister Thaksin Chinawatra introduced this idea to encourage each community to come out with one special product. The OTOP program encourages village communities to improve the local products' quality and marketing, selecting the best product from each Tambon to receive formal branding as an *" OTOP product"*. The products come from Thai raw materials with Thai design categories into food productions such as fruits, vegetables and herbs. They also produce household items such as fabrics and jewelries. These productions are now exported to countries all over the world. Thailand enjoys good incomes from OTOP productions. As such, the Thai government tries to support every community to improve its OTOP productions. The Thai people are very proud with the success of the OTOP program. (152 words)

Adapted from: https://www.youtube.com/watch?v=tI2zXs8FIZY

LOTS questions

1. Thailand has a unique identity because……

A. it has rich agriculture and land

B. it has rich agriculture and identity

C. it has rich agriculture and uniqueness

D. it has rich agriculture and cultural heritage

2. What does OTOP stand for?

A. One Tambon One Product

B. One Type Of Production

C. One Tambon Official Product

D. One Tambon One Production

3. Who introduced the idea of OTOP?

A. The recent Prime Minister Taksin Chinawatra

B. The current Prime Minister Taksin Chinawatra

C. The famous Prime Minister Taksin Chinawatra

D. The previous Prime Minister Taksin Chinawatra.

4. Which phrase describes the OTOP program?

A. Encourage the community to come out with one special product

B. Encourage the community to come out with two special products

C. Encourage the community to come out with three special products

D. Encourage the community to come out with many special products

HOTS questions

5. Why do you think the Thai government supports the OTOP program?

A. Because the government wants to improve the Thai urban communities.

B. Because the government wants to improve the Thai village communities.

C. Because the government wants to improve the economy of the Thai village communities.

D. Because the government wants to improve the economy of the Thai urban communities.

6. Why do you think OTOP is a good program?

A. Because OTOP makes Thai communities waste time.

B. Because OTOP makes Thai communities remain busy.

C. Because OTOP helps Thai communities exchange their products.

D. Because OTOP helps Thai communities sell their products globally.

Passage Four - The Taj Mahal

The Taj Mahal of Agra is one of the Seven Wonders of the World, for reasons more than just looking elegant. It represents a soul that is filled with love, loss, remorse, and love again. It shows of how deeply Shah Jahan loved his wife, Mumtaz Mahal. She was a Muslim Persian princess who died in 1631, while giving birth to their 14th child. It was in the memory of his beloved wife that Shah Jahan immediately started building a magnificent monument as a tribute to her, which is known as the "Taj Mahal". This beautiful monument is located in India. The Taj Mahal was built by using the services of 22,000 laborers and 1,000 elephants. The monument was built entirely out of white marble, which was brought in from all over India and central Asia. After an expenditure of approximately 32 million rupees, Taj Mahal was finally completed in the year 1653. It is regarded as a sacred monument which people all over the world want to visit. (169 words)

Adapted from: https://www.youtube.com/watch?v=WP8_MeKo5-Y

LOTS questions

1. How do you describe the Taj Mahal?

A. It is one of the Seven Wonders of Agra.

B. It is one of the Seven Wonders of India.

C. It is one of the Seven Wonders of Persia.

D. It is one of the Seven Wonders of the World.

2. What does the Taj Mahal represent?

A. It represents a soul that is filled with love.

B. It represents a soul that is filled with love and loss.

C. It represents a soul that is filled with love, loss and remorse.

D. It represents a soul that is filled with love, loss, remorse and love again.

3. The Taj Mahal shows…..

A. how deeply a man loved his wife

B. how deeply a man loved his child

C. how deeply a man loved his princess

D. how deeply a man loved his monument

4. Who was Shah Jahan's wife?

A. Mumtaz

B. Taj Mahal

C. Mumtaz Shah

D. Mumtaz Mahal

HOTS questions

5. How long did it take to build the Taj Mahal?

A. Two decades

B. Less than one decade

C. More than two decades

D. Less than two decades

6. What is your opinion of Shah Jahan's love?

A. Very deep and strong

B. Very deep and romantic

C. Very deep, strong and romantic

D. Very weak and temperamental

Passage Five - How to Grow Chilli

Chilies are surprisingly easy to grow. For the best and hottest chillies, start sowing indoors as early as January or February, because it gives the peppers, plenty of time to ripe. Today, I am sowing "Naga Jolokia" which is one of the world's hottest chilli peppers. To grow chilli, you need to water your seed lightly after sowing to provide sufficient moisture for them to germinate. Remember, don't make it too wet because that could cause the seed to rot. Chilies need a temperature of 18 to 25 Degrees Celsius to geminate. Chilli seeds normally take 7 to 10 days to germinate but it depends on the variety and some of them can take up to a month. When the chilli plants are grown, transplant them to their final positions. Alternatively, grow chillies in a sheltered, sunny position outdoors. Give them enough water and fertilizer in order to grow nicely. You should be able to start harvesting them from late July. (161 words)

Adapted from: https://www.youtube.com/watch?v=wuSiHLh7Z7I

LOTS questions

1. What is the name of the hottest chilli in the world?

A. Red chilli

B. Red Naga

C. Chilli pepper

D. Naga Jolokia

2. Which is the best month for growing chillies?

A. The best month to grow chillies is in July or August.

B. The best month to grow chillies is in January or March.

C. The best month to grow chillies is in February or March.

D. The best month to grow chillies is in January or February.

3. How long do chilli seeds take to germinate?

A. Chilli seeds take 6 to 10 days to germinate.   .

B. Chilli seeds take 7 to 10 days to germinate.

C. Chilli seeds take 8 to 10 days to germinate.

D. Chilli seeds take 9 to 10 days to germinate.

4. When is the best time to harvest chillies?

A. Chillies can be harvested from late June.

B. Chillies can be harvested from late July.

C. Chillies can be harvested from late May.

D. Chillies can be harvested from late April.

HOTS questions

5. What would happen if you geminate chillies at a temperature of 30 Degrees Celsius?

A. It will not germinate.

B. It will germinate faster.

C. It will not germinate well.

D. It will germinate as usual.

6. Why do you think growing chilli is easy?

A. It only requires seeds to grow

B. It only requires seeds and right temperature to grow

C. It only requires right temperature and water to grow

D. It only requires seeds, right temperature, water and fertilizer to grow

Passage Six - Monkey Training School

In 1957, Mr. Somsak Saekaeo believed that a monkey could be trained for full use of their capabilities. Thus, he established the first monkey training school in Thailand. This school is located in Surat Thani, southern part of Thailand. The students are mostly local pig-tailed monkeys. The teacher will teach them step by step. Firstly, the teacher has to make the monkeys feel comfortable in their new surroundings. This is the most important and difficult part of training monkeys. This is established by taking good care of the monkeys and never punishing or hitting them. The monkeys have to get familiar with the trainer. Secondly, monkeys are trained to spine coconuts. Thirdly, jump from one coconut tree to another coconut tree. Fourthly, look for brown coconuts and finally, learn to release the rope. The three to six month classes are divided into beginner, intermediate and advance level where graduated monkeys will be able to follow all the steps. Most of the farmers who have coconut plantations, send their monkeys to train here. (170 words)

Adapted from: https://www.youtube.com/watch?v=Tf8mbxR2LQM

LOTS questions

1. When did Mr. Somsak Saekaeo establish a monkey training school?

A. In 1957

B. In 1915

C. In 2000

D. In 2005

2. In the first lesson monkeys are trained to get…….

A. familiar with trees

B. familiar with coconuts

C. familiar with the trainer

D. familiar with other monkeys

3. Which statement describes the monkey training school?

A. Monkeys are trained about three to six months.

B. Monkeys are trained about four to five months.

C. Monkeys are trained about three to five months.

D. Monkeys are trained about four to six months.

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4. What do the monkeys have to learn in the final step?

A. To spine coconuts

B. To release the rope

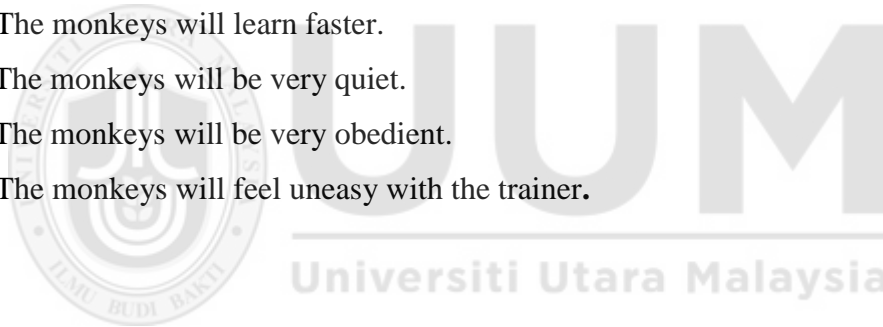C. To get familiar with trainer

D. To look for brown coconuts

HOTS questions

5. Why do you think monkeys need to get familiar with the trainer?

A. Because monkeys need to know the trainer after learning.

B. Because monkeys already know the trainer before learning.

C. Because monkeys need to know the trainer before learning.

D. Because monkeys do not need to know the trainer before learning.

6. What would happen if the trainer hit the monkeys?

A. The monkeys will learn faster.

B. The monkeys will be very quiet.

C. The monkeys will be very obedient.

D. The monkeys will feel uneasy with the trainer.

Appendix D

Motivation Questionnaire

**Awang Had Salleh
Graduate School
of Arts And Sciences**

Engaging Minds for a Better Tomorrow

Universiti Utara Malaysia

**Motivation Questionnaire
First Year Vocational Students in Thailand**

Directions: Please read all items carefully, and then answer all the questions
Your name and identity will be kept confidential

*This questionnaire was adapted from: Keller, .M. (2010). *Motivational Design for Learning and Performance: The ARCS Model Approach.* NY: Springer

Instructions
1. There are 34 statements in this questionnaire.
2. Read each statement carefully and tick (✓) in the box given. Choose only one box which indicates your answer.
3. All answers to the statements are related to your opinion only. Therefore, there is no right or wrong answers. Give the answers which truly apply to your feelings.
4. All information in this questionnaire is confidential.
5. Please use the response scale below.
    1 = strongly disagree
    2 = disagree
    3 = not sure
    4 = agree
    5 = strongly agree

Thank you for your co-operation.

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Read each statement carefully and tick (✓) your choice of answer in the correct box using the response scale below:

1 = strongly disagree

2 = disagree

3 = not sure

4 = agree

5 = strongly agree

No.	Item	1	2	3	4	5
1	The teacher knows how to arouse our interest towards the subject matter of this lesson.					
2.	The things I am learning in this lesson will be useful to me.					
3	I feel confident that I will do well in this lesson.					
4	This lesson has very little in it that captures my attention.					
5	The teacher makes the subject matter of this lesson seem important.					
6	You have to be lucky to be able to answer all questions correctly.					
7	I take a lot of time to understand this lesson.					
8	The content of this lesson does NOT relate to anything I already know.					
9	It is up to me to do well in this lesson					
10	The teacher creates suspense before starting the reading text.					
11	The subject matter of this lesson is just too difficult for me.					
12	I feel that this lesson gives me a lot of satisfaction.					

Read each statement carefully and tick (✓) your choice of answer in the correct box using the response scale below:

1 = strongly disagree

2 = disagree

3 = not sure

4 = agree

5 = strongly agree

No.	Item	1	2	3	4	5
13	In this class, I try to do my best and achieve high standards of excellence.					
14	I feel that the comments, feedback and recognition I receive from the teacher are good for me.					
15	The students in this class seem eager to know more about the subject matter.					
16	I enjoy studying for this lesson.					
17	It is difficult to tell what grade the teacher will give for exercises.					
18	I am happy with the teacher's feedback and comments of my participation in class.					
19	I feel satisfied with what I benefit from this lesson.					
20	The content of this lesson relates to my expectations and goals.					
21	The teacher does unusual or surprising things that are interesting.					
22	The students actively participate in this class.					
23	To accomplish my goals, it is important to do well in this lesson.					

Read each statement carefully and tick (✓) your choice of answer in the correct box using the response scale below:

1 = strongly disagree

2 = disagree

3 = not sure

4 = agree

5 = strongly agree

No.	Item	1	2	3	4	5
24	The teacher uses an interesting variety of teaching techniques.					
25	I do NOT think I will benefit much from his lesson.					
26	I often daydream while in this class.					
27	I believe that I can do well if I try hard enough.					
28	The personal benefits of this lesson are clear to me.					
29	My curiosity is often stimulated by the questions asked in this class.					
30	I find the challenge level in this lesson to be about right: neither too easy nor too hard.					
31	I feel rather disappointed with this lesson.					
32	I feel that I get enough feedback and comments during the lesson.					
33	The amount of exercises I have to do is appropriate for this type of lesson.					
34	I get enough feedback to know how well I am doing.					

Appendix E

Interview Questions for Students

Awang Had Salleh
Graduate School
of Arts And Sciences

Universiti Utara Malaysia

Appendix E-1
Interview Questions for students of the Experimental Group (YouTube)
First Year Vocational Students in Thailand

Directions: Please read all items carefully, and then answer all the questions
Your name and identity will be kept confidential

1. Do you like the method (YouTube) used by the teacher in the EFL reading comprehension class? Explain why.
2. Did the utilization of the method (YouTube) used by the teacher help to improve EFL reading comprehension? Explain how.
3. Do you think the teacher should use this method (YouTube) to teach EFL reading comprehension in the future? Explain why.

Appendix E-2
Interview Questions for students of the Control Group (Conventional method)
First Year Vocational Students in Thailand

Directions: Please read all items carefully, and then answer all the questions
Your name and identity will be kept confidential

1. Do you like the method (conventional method) used by the teacher in the EFL reading comprehension class? Explain why.

2. Did the utilization of the method (conventional method) used by the teacher help to improve EFL reading comprehension? Explain how.

3. Do you think the teacher should use this method (conventional method) to teach EFL reading comprehension in the future? Explain why.
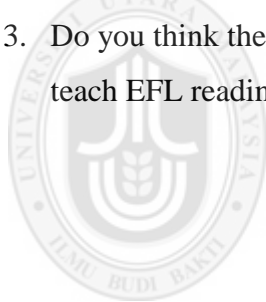
Appendix F

Interview Questions for Teachers

Awang Had Salleh Graduate School of Arts And Sciences

Universiti Utara Malaysia

Appendix F-1
Interview Questions for a teacher who teaches in Experimental Group
(YouTube)

Directions: Please answer all questions carefully

Your name and identity will be kept confidential

1. Do you like the method (YouTube) used in teaching the EFL reading comprehension class? Explain why.

2. Did the utilization of the method (YouTube) used in teaching help the students to improve EFL reading comprehension? Explain how.

3. Do you think should use this method (YouTube) to teach EFL reading comprehension in the future? Explain why.

Appendix F-2
Interview Questions for a teacher who teaches in the Control Group
(Conventional method)

Directions: Please answer all questions carefully
Your name and identity will be kept confidential

1. Do you like the method (conventional method) used in teaching the EFL reading comprehension class? Explain why.

2. Did the utilization of the method (conventional method) used in teaching help the students to improve EFL reading comprehension? Explain how.

3. Do you think should use this method (conventional method) to teach EFL reading comprehension in the future? Explain why.

Awang Had Salleh
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แบบสอบถามแรงจูงใจเกี่ยวกับการอ่านภาษาอังกฤษเพื่อความเข้าใจ
นักเรียนอาชีวศึกษาปีแรกในประเทศไทย

คำสั่ง: โปรดอ่านข้อความทั้งหมดอย่างรอบคอบแล้วตอบคำถาม
ชื่อของคุณจะถูกเก็บเป็นความลับ

* แบบสอบถามนี้ถูกดัดแปลงมาจาก Keller, .M. (2010). *Motivational Design for Learning and Performance: The ARCS Model Approach.* NY: Springer

คำสั่ง:

1. คำถามมีทั้งหมด 34 ข้อ

2. โปรดทำเครื่องหมาย ✔ ลงในช่องที่ ตรงกับความคิดเห็นของผู้เรียนมากที่สุดเพียงข้อเดียว

3. คำตอบทั้งหมดเกี่ยวข้องกับความคิดเห็นของผู้เรียน ดังนั้นคำตอบจะ ไม่มีข้อที่ถูกหรือผิด

4. ข้อมูลทั้งหมดในแบบสอบถามนี้เป็นความลับ

5. ให้ใช้ระดับคำตอบตามที่กำหนด

    $1 =$ ไม่เห็นด้วยมากที่สุด

    $2 =$ ไม่เห็นด้วย

    $3 =$ ไม่แน่ใจ

    $4 =$ เห็นด้วย

    $5 =$ เห็นด้วยมากที่สุด

ขอบคุณสำหรับความร่วมมือ

โปรดทำเครื่องหมาย ✓ ลงในช่องที่ ตรงกับความคิดเห็นของผู้เรียนมากที่สุด

1 = ไม่เห็นด้วยมากที่สุด

2 = ไม่เห็นด้วย

3 = ไม่แน่ใจ

4 = เห็นด้วย

5 = เห็นด้วยมากที่สุด

โปรดพิจารณาตามความเป็นจริงว่าในการอ่านภาษาอังกฤษเพื่อความเข้าใจ นักศึกษามีความคิดเห็น

ต่อสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อ	ข้อความ	1	2	3	4	5
1	ครูผู้สอนรู้วิธีที่จะกระตุ้นความสนใจของผู้เรียนที่มีต่อบทเรียนนี้					
2.	สิ่งที่ข้าพเจ้ากำลังเรียนรู้ในบทเรียนนี้จะเป็นประโยชน์ต่อข้าพเจ้ามาก					
3	ข้าพเจ้ารู้สึกมั่นใจว่าข้าพเจ้าจะทำได้ดีในบทเรียนนี้					
4	บทเรียนนี้ทำให้ข้าพเจ้ามีความสนใจน้อยมาก					
5	ครูผู้สอนทำให้ผู้เรียนรู้สึกว่าบทเรียนนี้มีความสำคัญ					
6	คุณเป็นผู้ที่โชคดีที่สามารถตอบคำถามทั้งหมดอย่างถูกต้อง					
7	ข้าพเจ้าใช้เวลามากในการทำความเข้าใจบทเรียนนี้					
8	เนื้อหาของบทเรียนนี้ <u>ไม่</u> เกี่ยวข้องกับสิ่งที่ข้าพเจ้าเคยรู้มาก่อน					
9	มันขึ้นอยู่กับข้าพเจ้าที่จะทำได้ดีในบทเรียนนี้					

โปรดทำเครื่องหมาย ✓ ลงในช่องที่ ตรงกับความคิดเห็นของผู้เรียนมากที่สุด

1 = ไม่เห็นด้วยมากที่สุด

2 = ไม่เห็นด้วย

3 = ไม่แน่ใจ

4 = เห็นด้วย

5 = เห็นด้วยมากที่สุด

โปรดพิจารณาตามความเป็นจริงว่าในการอ่านภาษาอังกฤษเพื่อความเข้าใจ นักศึกษามีความคิดเห็น

ต่อสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อ	ข้อความ	1	2	3	4	5
10	ครูผู้สอนสร้างความอยากรู้อยากเห็นก่อนที่จะเริ่มสอนบทเรียน					
11	เนื้อหาของบทเรียนนี้ยากเกินไป สำหรับข้าพเจ้า					
12	ข้าพเจ้ามีรู้สึกว่าบทเรียนนี้ให้ความพึงพอใจต่อข้าพเจ้า					
13	ในวิชานี้ข้าพเจ้าพยายามที่จะทำให้ดีที่สุดเพื่อบรรลุถึงมาตรฐานของความเป็นเลิศ					
14	ข้าพเจ้ารู้สึกว่าการแสดงความคิดเห็นและข้อเสนอแนะจากผู้สอนเป็นสิ่งที่ดี สำหรับ ข้าพเจ้า					
15	ผู้เรียนในชั้นนี้ดูเหมือนอยากรู้เพิ่มเติมเกี่ยวกับเรื่องที่เรียน					
16	ข้าพเจ้าสนุกกับการเรียนบทเรียนนี้มาก					
17	เป็นเรื่องยากที่จะพูดถึงเรื่องคะแนนที่ผู้สอนจะให้ในการทำแบบฝึกหัดแต่ละครั้ง					

โปรดทำเครื่องหมาย ✓ ลงในช่องที่ ตรงกับความคิดเห็นของผู้เรียนมากที่สุด

1 = ไม่เห็นด้วยมากที่สุด

2 = ไม่เห็นด้วย

3 = ไม่แน่ใจ

4 = เห็นด้วย

5 = เห็นด้วยมากที่สุด

โปรดพิจารณาตามความเป็นจริงว่าในการอ่านภาษาอังกฤษเพื่อความเข้าใจ นักศึกษามีความคิดเห็น

ต่อสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อ	ข้อความ	1	2	3	4	5
18	ข้าพเจ้ามีความพอใจกับความคิดเห็นของครูผู้สอนและข้อเสนอแนะจากเพื่อนๆ ในชั้นเรียนของข้าพเจ้า					
19	ข้าพเจ้ารู้สึกพึงพอใจกับสิ่งที่ข้าพเจ้าได้รับประโยชน์จากบทเรียนนี้					
20	เนื้อหาของบทเรียนนี้เกี่ยวข้องกับความคาดหวังและเป้าหมายของข้าพเจ้า					
21	ครูผู้สอนใช้วิธีการสอนที่แปลกใหม่และมีความน่าสนใจ					
22	ผู้เรียนมีส่วนร่วมในชั้นนี้					
23	เพื่อให้บรรลุเป้าหมายของข้าพเจ้า จำเป็นอย่างยิ่งที่ข้าพเจ้าต้องทำให้ดีในวิชานี้					
24	ครูผู้สอนใช้วิธีการสอนที่หลากหลายและน่าสนใจ					
25	ข้าพเจ้า <u>ไม่</u> คิดว่าข้าพเจ้าจะได้รับประโยชน์จากบทเรียนนี้					

โปรดทำเครื่องหมาย ✓ ลงในช่องที่ ตรงกับความคิดเห็นของผู้เรียนมากที่สุด

1 = ไม่เห็นด้วยมากที่สุด

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3 = ไม่แน่ใจ

4 = เห็นด้วย

5 = เห็นด้วยมากที่สุด

โปรดพิจารณาตามความเป็นจริงว่าในการอ่านภาษาอังกฤษเพื่อความเข้าใจ นักศึกษามีความคิดเห็น

ต่อสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อ	ข้อความ	1	2	3	4	5
26	ข้าพเจ้ามักจะเพ้อฝันในขณะที่เรียนวิชานี้					
27	ข้าพเจ้าเชื่อว่าสามารถทำได้ดีถ้ามีความพยายามอย่างเพียงพอ					
28	ผลประโยชน์โดยส่วนตัวจากบทเรียนนี้เป็นที่ชัดเจนต่อข้าพเจ้ามาก					
29	ความอยากรู้อยากเห็นของข้าพเจ้าจะถูกกระตุ้นโดยคำถามในห้องเรียน					
30	ข้าพเจ้าพบว่าระดับความท้าทายในบทเรียนนี้มีความสมดุล ไม่ง่ายและไม่ยากจนเกินไป					
31	ข้าพเจ้ารู้สึกค่อนข้างผิดหวังกับวิชานี้					

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โปรดทำเครื่องหมาย ✓ ลงในช่องที่ ตรงกับความคิดเห็นของผู้เรียนมากที่สุด

1 = ไม่เห็นด้วยมากที่สุด

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4 = เห็นด้วย

5 = เห็นด้วยมากที่สุด

โปรดพิจารณาตามความเป็นจริงว่าในการอ่านภาษาอังกฤษเพื่อความเข้าใจ นักศึกษามีความคิดเห็น

ต่อสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อ	ข้อความ	1	2	3	4	5
32	ข้าพเจ้ารู้สึกว่าได้รับข้อเสนอแนะและความคิดเห็นระหว่างบทเรียนอย่างเพียงพอ					
33	จำนวนแบบฝึกหัดที่ข้าพเจ้าต้องทำเป็นที่เหมาะสมสำหรับประเภทของ บทเรียนนี้					
34	ข้าพเจ้าได้รับข้อเสนอแนะอย่างเพียงพอที่จะทราบว่าข้าพเจ้ามีความสามารถในวิชานี้มากน้อยเพียงใด					

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คำถามสำหรับการสัมภาษณ์ (YouTube)

นักเรียนอาชีวศึกษาปีแรกในประเทศไทย

คำสั่ง: โปรดอ่านคำถามทั้งหมดอย่างรอบคอบแล้วตอบคำถาม

ชื่อของคุณจะถูกเก็บเป็นความลับ

1. นักเรียนชอบวิธีการสอน (โดยใช้ยูทูป) ที่คุณครูใช้ในการเรียนการอ่านภาษาอังกฤษหรือไม่? อธิบาย

2. วิธีการสอนที่คุณครูใช้ (ใช้ยูทูป) ในการสอนมีส่วนช่วยทำให้นักเรียนเรียนการอ่านภาษาอังกฤษดีขึ้นหรือไม่?
   อธิบาย

3. นักเรียนคิดว่าคุณครูควรใช้วิธีการสอนแบบนี้ (ใช้ยูทูป) ในการสอนการอ่านภาษาอังกฤษในอนาคตหรือไม่?
   อธิบาย

คำถามสำหรับการสัมภาษณ์ (Conventional Method)

นักเรียนอาชีวศึกษาปีแรกในประเทศไทย

คำสั่ง: โปรดอ่านคำถามทั้งหมดอย่างรอบคอบแล้วตอบคำถาม

ชื่อของคุณจะถูกเก็บเป็นความลับ

1. นักเรียนชอบวิธีการสอน (แบบครูเป็นศูนย์กลาง) ที่คุณครูใช้ในการเรียนการอ่านภาษาอังกฤษหรือไม่? อธิบาย

2. วิธีการสอนที่คุณครูใช้ (แบบครูเป็นศูนย์กลาง) ในการสอนมีส่วนช่วยทำให้นักเรียนเรียนการอ่าน
ภาษาอังกฤษดีขึ้นหรือไม่? อธิบาย

3. นักเรียนคิดว่าคุณครูควรใช้วิธีการสอนแบบนี้ (แบบครูเป็นศูนย์กลาง) ในการสอนการอ่านภาษาอังกฤษใน
อนาคตหรือไม่? อธิบาย

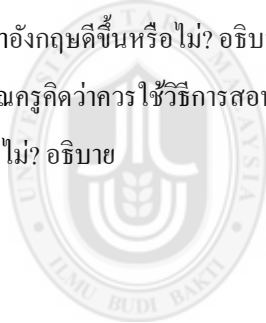## คำถามสำหรับการสัมภาษณ์ (YouTube)
คุณครูสอนภาษาอังกฤษวิทยาลัยเทคนิคนราธิวาส

คำสั่ง: โปรดอ่านคำถามทั้งหมดอย่างรอบคอบแล้วตอบคำถาม
ชื่อของคุณจะถูกเก็บเป็นความลับ

1. คุณครูชอบวิธีการสอน (โดยใช้ยูทูป) ที่คุณครูใช้ในการสอนการอ่านภาษาอังกฤษหรือไม่? อธิบาย

2. วิธีการสอนที่คุณครูใช้ (ใช้ยูทูป) ในการสอนมีส่วนช่วยทำให้นักเรียนเรียนการอ่านภาษาอังกฤษดีขึ้นหรือไม่?
   อธิบาย

3. คุณครูคิดว่าควรใช้วิธีการสอนแบบนี้ (ใช้ยูทูป) ในการสอนการอ่านภาษาอังกฤษในอนาคตหรือไม่?
   อธิบาย

คำถามสำหรับการสัมภาษณ์ (conventional method)

คุณครูสอนภาษาอังกฤษวิทยาลัยเทคนิคนราธิวาส

คำสั่ง: โปรดอ่านคำถามทั้งหมดอย่างรอบคอบแล้วตอบคำถาม

ชื่อของคุณจะถูกเก็บเป็นความลับ

1. คุณครูชอบวิธีการสอน (แบบครูเป็นศูนย์กลาง) ที่คุณครูใช้ในการสอนการอ่านภาษาอังกฤษหรือไม่? อธิบาย

2. วิธีการสอนที่คุณครูใช้ (แบบครูเป็นศูนย์กลาง) ในการสอนมีส่วนช่วยทำให้นักเรียนเรียนการอ่าน
ภาษาอังกฤษดีขึ้นหรือไม่? อธิบาย

3. คุณครูคิดว่าควรใช้วิธีการสอนแบบนี้ (แบบครูเป็นศูนย์กลาง) ในการสอนการอ่านภาษาอังกฤษในอนาคต
หรือไม่? อธิบาย

APPENDIX H

Permission Letter from Dr. John M. Keller

Re: Permission letter

John Keller (jkellersan@gmail.com)

 29/12/2558

To : Nuramah Hayikaleng

1 สิ่งที่แนบมา (4.2 เมกะไบต์)

Keller 2010 ARCS Measurement Surveys.pdf

Dear Nuramah,

Thank you for your interest in the ARCS model. You are welcome to use the instrument and there is no fee for it. I am attaching a chapter from my book which contains two instruments that are used with research on motivation. You may use whichever one is appropriate for your research.

Best wishes,

John K.

John M. Keller, Ph.D.
Professor Emeritus
Educational Psychology and Learning Systems
Florida State University
9705 Waters Meet Drive
Tallahassee, FL 32312-3746
Phone: 850-294-3908

Official ARCS Model Website: http://arcsmodel.com.

Keller, J.M. (2010), ***Motivational Design for Learning and Performance: The ARCS Model Approach***. New York: Springer. Now available in English, Japanese, and Korean.

"Good judgment comes from experience, and a lot of that comes from bad judgment."

<div align="center">From "Don't Squat with Your Spurs On:

A Cowboy's Book of Wisdom."</div>

On Sat, Dec 26, 2015 at 10:13 PM, Nuramah Hayikaleng <nur_toh@hotmail.co.th> wrote:

Alpha Score

```
GET
  FILE='C:\Users\aspire\Downloads\SPSS files\Normah.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
RELIABILITY
  /VARIABLES=V1 V2 V3 V4 V5 V6 V7 V8 V9 V10 V11 V12 V13 V14 V15 V16
V17 V18 V19 V20 V21 V22 V23 V24 V25 V26 V27 V28 V29 V30 V31 V32 V33
V34
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA.
```

Reliability

[DataSet1] C:\Users\aspire\Downloads\SPSS files\Normah.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded^a	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.782	34

APPENDIX J

Samples of YouTube and pictures for conventional method

1. How to Grow Paddy

Adapted from: https://www.youtube.com/watch?v=kxAEiHCErSA
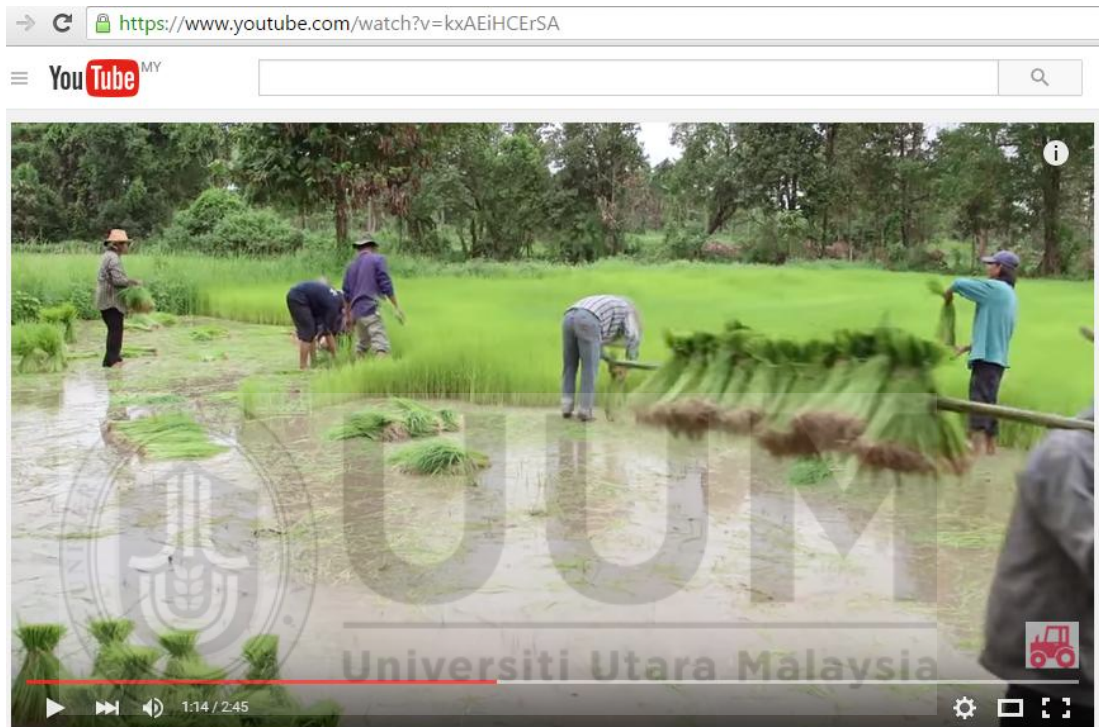
2. Benefit of Urban Forest

Adapted from: https://www.youtube.com/watch?v=jlz_rZH1lYk

3. What is OPEC?

Adapted from: https://www.youtube.com/watch?v=oEm5OLcbW9Q

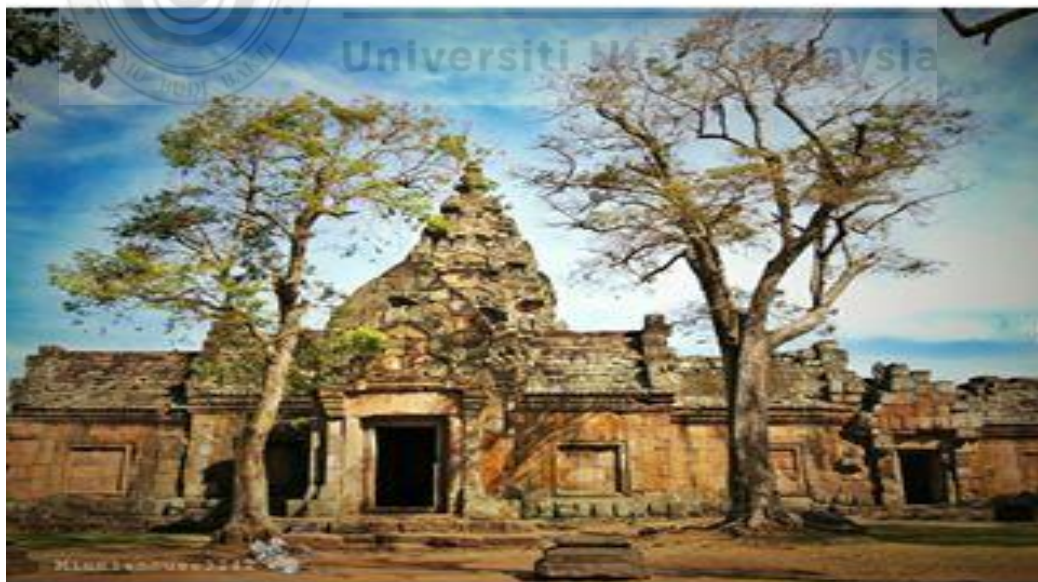## 4. Snake Catchers: Protecting The World's Deadliest Snakes

Adapted from: https://www.youtube.com/watch?v=tWXyAMgKBYE
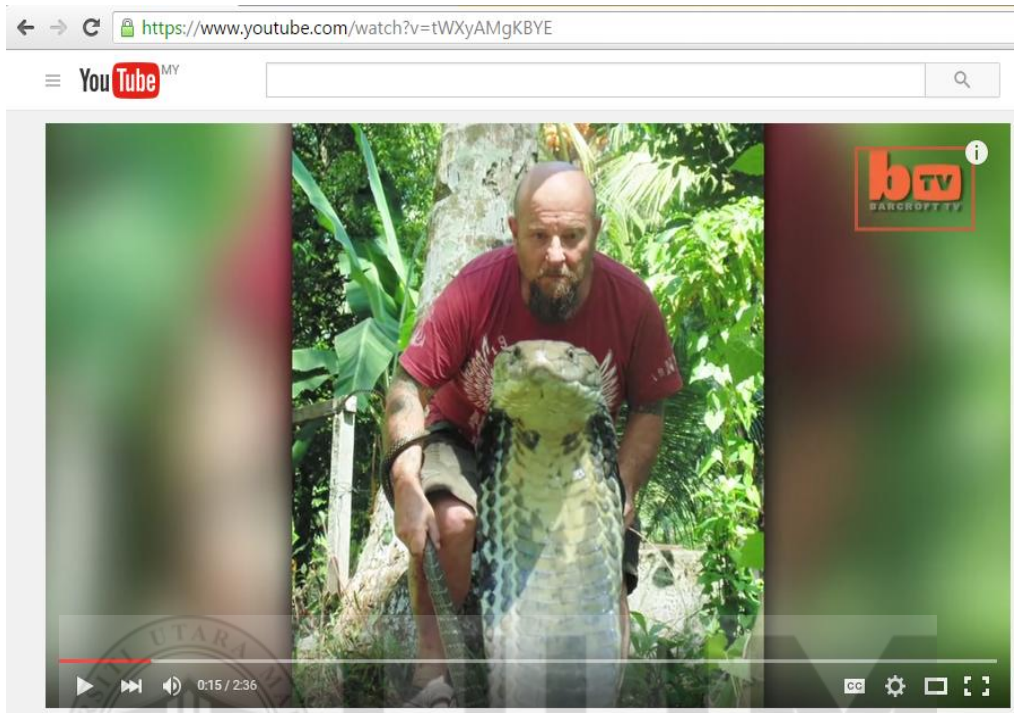
5. Kota Kinabalu

Adapted from: https://www.youtube.com/watch?v=OJHjCB6z8mo
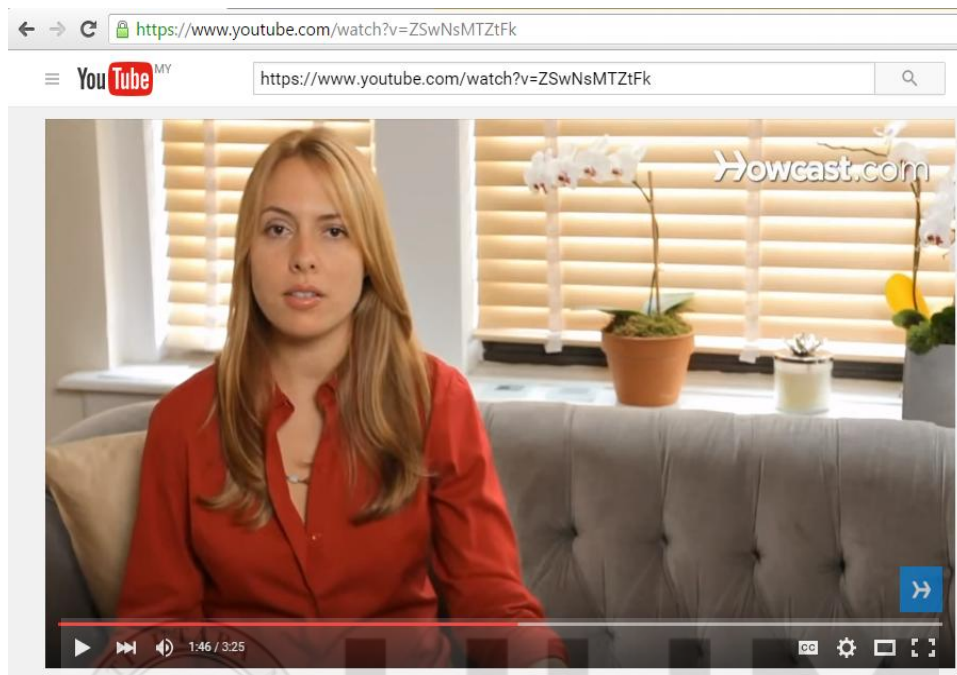
6. History of Prasat Hin Phanom Rung

Adapted from: https://www.youtube.com/watch?v=LL3TwDKFJi8
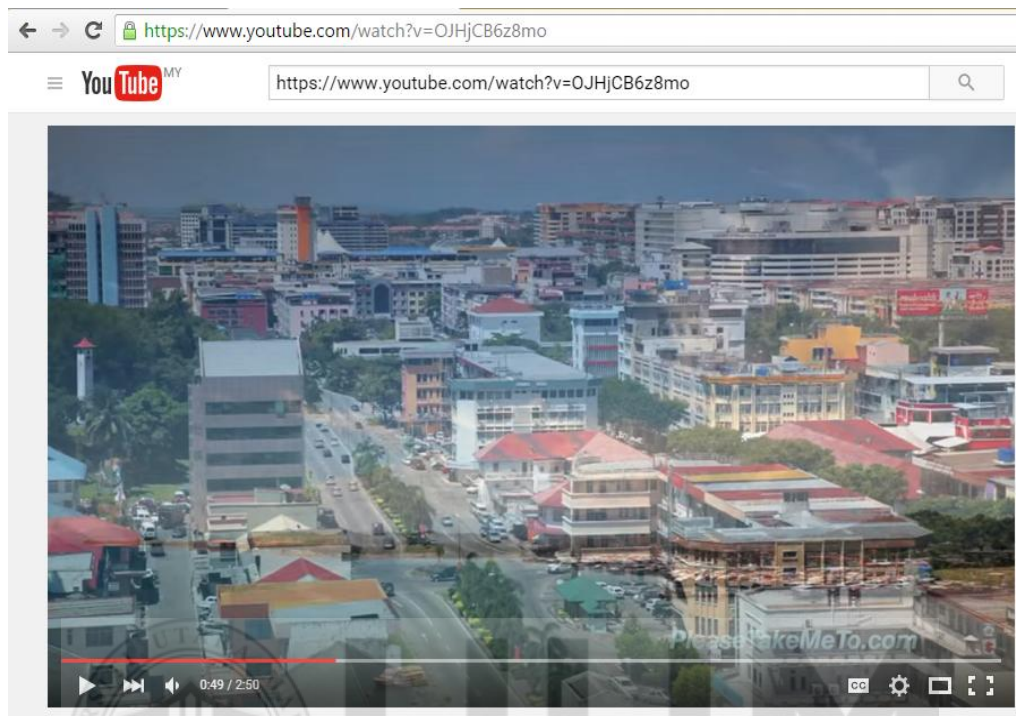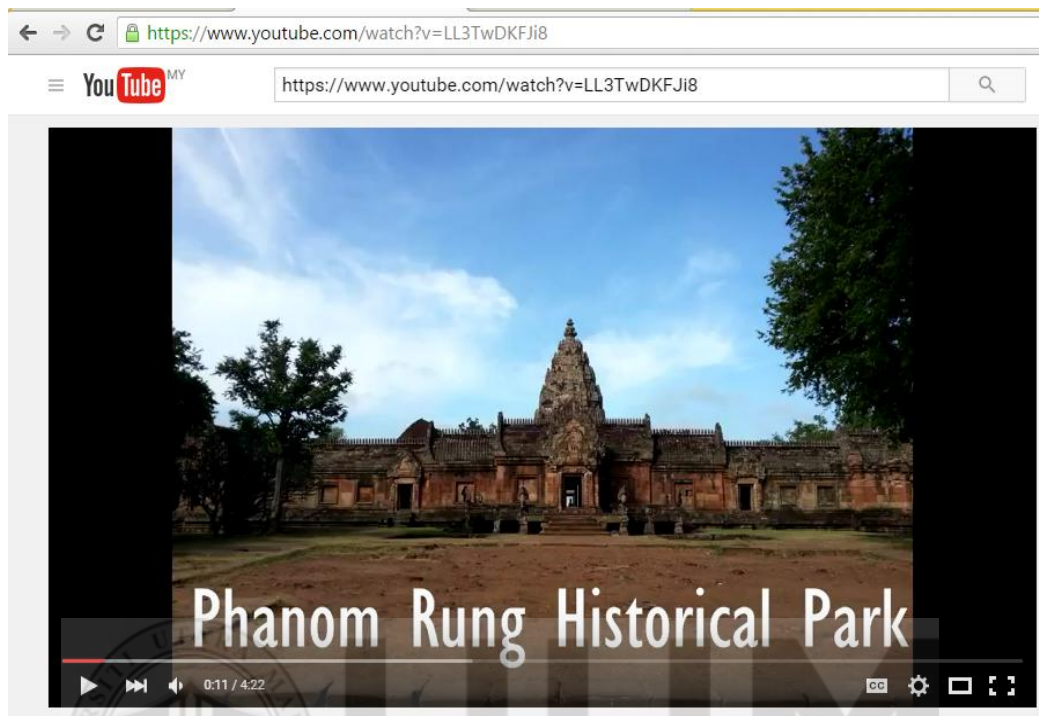
7. How to Relax Your Mind

Adapted from: https://www.youtube.com/watch?v=ZSwNsMTZtFk
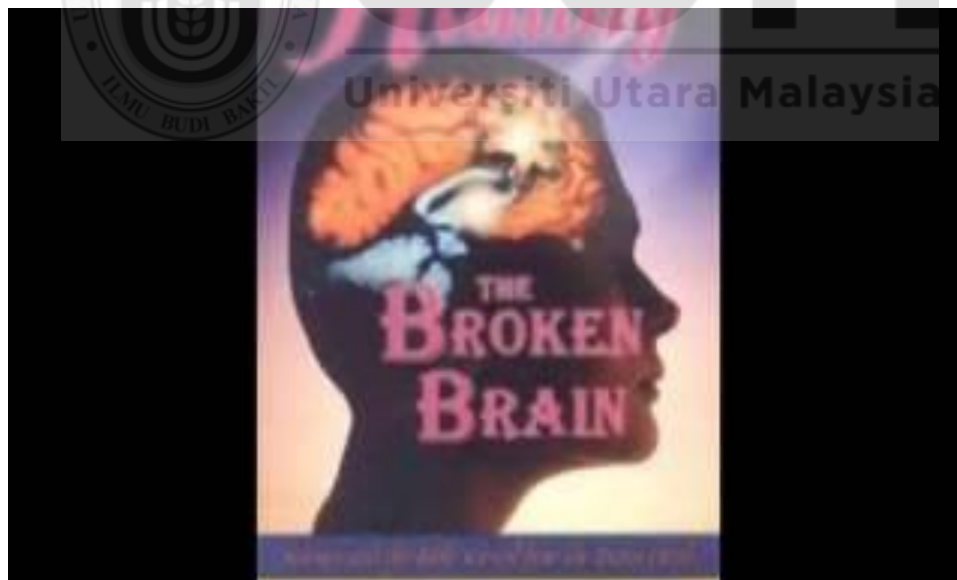
8. Silom Night Market

Adapted from: https://www.youtube.com/watch?v=LlNPJo36At4
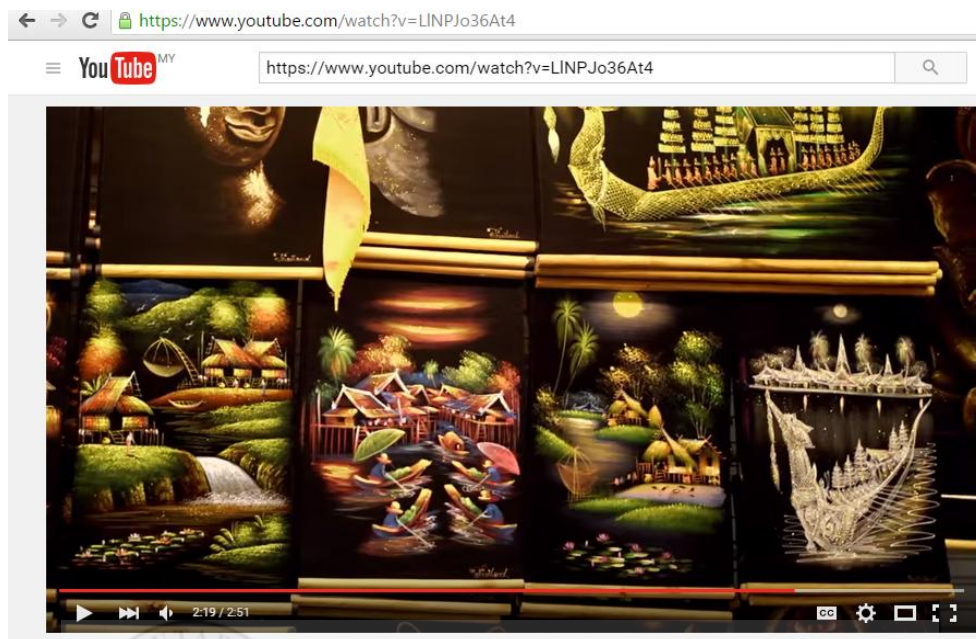
APENDIX K

Interview results of students (Experimental Group)

Q1. Do you like the method (YouTube) used by the teacher in the EFL reading comprehension class? Explain why.

R1: Female. I like to study with YouTube because emm (pause) using YouTube is good and easy to understand. It provides a lot of information. It makes me err (pause) pay more attention to reading class. Besides, learning using YouTube is very interesting, fun and enjoy but sorry to say emm (pause) last time the teacher did not use it while teaching.

R2: Male. I like to study using err (pause) YouTube. It helps me to feel emm (pause) happy and enjoy. Through YouTube I can understand the lesson better. Study using YouTube is exciting because err (pause) I can hear sounds and see pictures. Before using YouTube err (pause) I think English subject is a difficult subject but when the teacher uses YouTube makes me emm (pause) easier and I learn with enjoyable and can say that English become emm (pause) interesting subject for me now.

R3: Male. Yes, I do. Using YouTube in teaching English reading comprehension is good because emm (pause) I can understand the lesson better and err (pause) enjoy learning. Using YouTube in learning English is err (pause) make me happy and pleasurable. Personally, emm (pause) English is a difficult subject for me but by integrating YouTube English becomes easier.

R4: Female. Yes, using YouTube in English reading class is emm (pause) entertain and enjoy. I and my friends emm (pause) agree with the use of YouTube because err (pause) we can understand what we learn.

R5: Male. I like to study by err (pause) using YouTube. I feel err (pause) interesting and entertaining. I am a weak student of English. Emm (pause) I feel lazy to study English because I do not understand English. By using YouTube can remove my laziness err (pause) I mean brings me to pay more attention on the lesson.

R6: Male. I like to study using YouTube. Integrating YouTube in err (pause) teaching and learning English is more interesting and helps students to emm (pause) pay more attention to the lesson. Study by using YouTube helps me to feel relaxes not tension because err (pause) It makes me err (pause) enjoy learning. Study using YouTube is emm (pause) interesting because emm (pause) I like sounds and pictures provided by YouTube. While learning, emm (pause) I feel enjoyable and not dull.

R7: Female. Yes, I do. Using YouTube in teaching and learning English reading comprehension is err (pause) more attractive and enjoy. I like sound from YouTube because emm (pause) it makes me not sleepy. It encourages me to emm (pause) pay more attention to the lesson. By using YouTube err (pause) helps me to feel err (pause) relax and involve in real life. I like to err (pause) hear sounds from YouTube because emm (pause) it makes me feel enjoyable in learning and err (pause) can remember the lesson.

R8: Female. I like YouTube because err (pause) it provides authentic material which err (pause) involve in real situation makes me feel err (pause) relax and fun in learning.

Q2. Did the utilization of the method (YouTube) used by the teacher help to improve EFL reading comprehension? Explain how.

R1: Female. English is a difficult subject for most of us. Using YouTube helps me to understand the lesson because err (pause) it gives a lot of information and easy to understand. I and my friends err (pause) pay more attention when the teacher let us watch YouTube. English subject becomes easier than before. I am happy to learn English by using YouTube because it also motivates me in learning.

R2: Male. Most of us are weak in English. Our problem is cannot understand the English lesson but after using YouTube the lesson is easier. Err (pause) for me, understand the lesson is important and by integrating YouTube helps me to understand the lesson better. Emm (pause) I love to study English now. YouTube motivates me to learn more and concentrate on the lesson." There are many words from the text which I do not know the meaning but emm (pause) through YouTube I am able to guess meaning from the text. YouTube also makes me err (pause) pay more attention towards the lesson.

R3: Male. By integrating YouTube err (pause) it helps me to remember the event because emm (pause) through YouTube I can see the pictures and err (pause) keep it into my mind and able to relate to my experiences. I also can give examples from YouTube such as emm (pause) 'how to relax your mind' and some other topics. Besides, through pictures from YouTube I can guess meaning of some words and err (pause) helps me to comprehend the text better.

R4: Female. For me, err (pause) using YouTube is easy to remember and understand the lesson. Videos and colourful pictures with sounds are interesting. I can pay more attention. Usually, err (pause) when I read a text, I feel difficult to understand because err (pause) sometimes I give wrong meaning of some

words but emm (pause) after the teacher integrate YouTube err (pause) I can guess meaning and keep remember the event. It motivates me to emm (pause) pay more attention on the lesson. Pictures from YouTube err (pause) show real life help me to emm (pause) activate my background knowledge and recall back emm (pause) my memory. For difficult subject like English err (pause) the teacher should use err (pause) YouTube to help students in order to understand the lesson.

R5: Male. YouTube gives more information which err (pause) helps me to understand better. English is very difficult subject for me. Err (pause) I am sorry to tell you that before using YouTube I sometimes skip the English class because I do not understand the lesson. Now I attend the class regularly. Study English using YouTube is good because emm (pause) it integrate with listening skill helps me to practice listening and can listen to different accents. YouTube helps me to remember the event too.

R6: Male. Through YouTube I can err (pause) understand the text better because of YouTube involves real life. As a result, I can give examples from err (pause) what I have learnt such as 'how to grow paddy' and err (pause) helps me to remember the step of growing paddy. I can remember the lesson and I mostly can answer teacher's questions.

R7: Female. YouTube shows me the reality of event help me to err (pause) connect with my previous information. I am able to give examples to the teacher err (pause) such as Silom Night Market and emm (pause) also can keep in my memory.

R8: Female. Besides, it is easy to understand the lesson and err (pause) able to comprehend the text easily because YouTube err (pause) provides a lot of information. Study English using YouTube is really good. I can err (pause) focus on the lesson because err (pause) sounds and pictures attract me. I also can remember the lesson better than reading from the text. Sounds from YouTube which given by the teacher err (pause) helps me to get familiar with different accents and I can practice listening skill. Nowadays I look forward my English lesson.

Q3. Do you think the teacher should use this method (YouTube) to teach EFL reading comprehension in the future? Explain why.

R1: Female. Yes, I think the teacher should use YouTube to teach English reading class as well as for err (pause) other subjects because it is very interesting and enjoy. YouTube brings me to pay more attention on the EFL reading comprehension class. I hope the teacher would use more often in the future

R2: Male. Yes, absolutely agree with err (pause) the integrating of YouTube in learning reading comprehension because emm (pause) by watching YouTube I can arrange the situation. It can err (pause) recall my memory, helps me to remember the event and err (pause) can pay more attention. For me err (pause) I think, the English teacher should use YouTube to teach English reading comprehension in the future.

R3: Male. Yes, I agree with the use of YouTube in err (pause) teaching and learning English reading comprehension because emm (pause) through YouTube I can focus on the lesson. Not many students emm (pause) like English because English is the most difficult subject for us but err (pause) when the teacher integrate YouTube I feel easier than before. The English teacher should use YouTube to teach English reading comprehension in the future because err (pause) YouTube can motivate students to love in learning English.

R4: Female. Yes, emm (pause) I am really agree with the use of YouTube in emm (pause) teaching and learning English reading comprehension. It makes the lesson err (pause) not tedious. The important thing is by integrating YouTube makes EFL reading comprehension class becomes easier. I hope the teacher will continue to use emm (pause) YouTube to teach reading comprehension in the future.

R5: Male. Yes, I agree with err (pause) integrating YouTube in teaching and learning English reading comprehension because emm (pause) I can remember the lesson better. Besides, through pictures err (pause) I can guess meaning of some words and help me to understand the lesson. So, I want English teacher to use YouTube in teaching English reading comprehension in the future err (pause) in order to motivate students to learn English.

R6: Male. Yes, I agree with the use of YouTube and many students emm (pause) say that using YouTube is err (pause) better than whiteboard. I hope emm (pause) the English teacher would err (pause) integrate YouTube in teaching English reading comprehension in the future.

R7: Female. Yes, I am agree with the use of YouTube in err (pause) teaching and learning English reading comprehension in the future. I think, err (pause) YouTube can motivate students to learn English err (pause) effectively. YouTube present err (pause) meaning by itself, it means the students err (pause) can guess meaning through the pictures from YouTube. This is the thing that I like. It helps me to understand the lesson better.

R8: Female. Yes, I totally err (pause) agree with the use YouTube in teaching and learning English reading comprehension. For me, err (pause) it is really

interesting because it presents err (pause) image and sound which help me to relate with err (pause) real life. I hope the English teacher would use emm (pause) YouTube in teaching and learning English reading comprehension in the future.

Interview results of students (Control Group)

Q1. Do you like the method (conventional method) used by the teacher in the EFL reading comprehension class? Explain why.

R9: Female. I think this way of teaching is ok (acceptable). The English teacher err (pause) usually reads to the students sentence by sentence and err (pause) askes students to repeat. For me this method is a bit dull.

R10: Male. No, I do not like. Using this way of teaching err (pause) makes the lesson tedious. I and my friends err (pause) always feel sleepy. The teacher sits on her chair and err (pause) reads the text to the students. We err (pause) do not like this way of teaching. It is emm (pause) dull, pictures are not moving.

R11: Female. I do not like this way of teaching. This way of teaching err (pause) is unexciting because the students will only err (pause) listen to the teacher. There is nothing different with first time I emm (pause) come to study here. This way of teaching is emm (pause) dull because the pictures given by teacher are emm (pause) without background music and sounds only come from emm (pause) the teacher. I sometimes, emm (pause) feel sleepy and emm (pause) I will talk slowly to my friends because emm (pause) the teacher sits in front of the class. I really do not like this way of teaching.

R12: Female. Using this way of teaching is ok. (acceptable) but uninteresting, the teacher emm (pause) reads slowly and translate helps me to understand the text. The students err (pause) can ask the teacher if they do not know the meaning.

R13: Male. Using this way of teaching is not good because it makes me sleepy. Emm (pause) the teacher will read and askes students err (pause) to repeat sentence by sentence and gives meaning of words. Same thing again and again.

R14: Male. This method I don't like. This way of teaching is err (pause) tedious and not attractive. The teacher err (pause) will play her role to do everything. The students are err (pause) only listen to the teacher. I do not like to study using err (pause) this way of teaching. Sometimes the teacher will use pictures. The pictures are err (pause) not interesting because emm (pause) they are only static pictures err (pause) difficult to follow the steps or events in the passages.

R15: Female. Using this way of teaching is err (pause) uninteresting, should change to new way of teaching. Personally, emm (pause) I like something new

and different. This way of teaching is an old way of teaching err (pause) which is quite tedious. Most of us do not like this old way of teaching because it is boring. Err (pause) many subjects err (pause) using this way of teaching. For me, even the teacher shows pictures but we need sounds to hear because err (pause) sounds make me feel fresh not sleepy err (pause) I mean sounds which not from the teacher. Sounds might be from students who the teacher selected to read the passage

R16: Male. No, I am not happy. Using this way of teaching is tiring to learn. Nothing interesting because err (pause) everything is prepared by the teacher. There is no group discussion, no video clips or music to make the lesson interesting. The students only listen and repeat sentences or answers after the teacher. Err (pause) remember what the teacher explain.

Q2. Did the utilization of the method (conventional method) used by the teacher help to improve EFL reading comprehension? Explain how.

R9: Female. This way of teaching helps me to err (pause) understand the text. The teacher also emm (pause) explains the meaning of new words and err (pause) explains the text in detail. But when the teacher asks me to summarise and give meaning of some words in the text I cannot do it well.

R10: Male. This way of teaching emm (pause) cannot help much to understand the text. I cannot understand the text emm (pause) without teacher's explanation.

R11: Female. Using this way of teaching is less understand err (pause) I mean, I cannot comprehend the text emm (pause) without teacher's explanation. Usually, I cannot understand what the teacher said because err (pause) I did not concentrate on the lesson.

R12: Female. Based on this way of teaching, emm (pause) the teacher will prepare everything to the students and emm (pause) students have to listen, emm (pause) remember what the teacher said. I can understand the text but when the teacher ask me questions I face difficulty to answer the questions.

R13: Male. This way of teaching cannot help me much to understand the reading text. Only through pictures given by the teacher err (pause) help me to understand some parts of the lesson but still face difficulty in guessing meaning of some words and summarise what I have learnt from the text. I can give examples from the text err (pause) such as 'how to grow paddy' because the teacher shows to me a picture.

R14: Male. Through pictures, err (pause) this way of teaching can understand the lesson err (pause) but not much and I cannot concentrate on the lesson."

R15: Female "For me, err (pause) this way of teaching is dull because the teacher will read in the text and err (pause) explain even the teacher provided some pictures but those pictures cannot help much to err (pause) understand the lesson.

R16: Male. This way of teaching emm (pause) provides less understanding. I always forget err (pause) what the teacher said and I cannot err (pause) comprehend the text because the lesson is not interesting.

Q3. Do you think the teacher should use this method (conventional method) to teach EFL reading comprehension in the future? Explain why.

R9: Female. Yes, I accept to err (pause) use this way of teaching because emm (pause) it helps me to understand the lesson but this way of teaching sometimes makes the lesson tedious.

R10: Male. No, I do not like this way of teaching because err (pause) there is nothing excited. I feel sleepy but if got sounds emm (pause) I mean sounds from other person such as students in the class whom the teacher selected to read the text emm (pause) it will be good at lease there is something difference.

R11: Female. No, using this way of teaching, err (pause) the lesson is dull. Sometimes I Sleep in class. It will be better if the teacher err (pause) change the way of teaching.

R12: Female. Yes, I do not mind if the teacher use this way of teaching but it is boring, same thing again and again. I hope in the future the teacher will use other methods of teaching like using computers and language labs like in Western countries.

R13: Male. No I am not o.k. if the teacher uses this method to teach English reading comprehension in class err (pause) in the future because it does not help me much to emm (pause) understand the text even I am poor in English reading. With this way of teaching I face difficulty to understand the meanings and summarise the whole reading text.

R14: Male. No, err (pause) I do not agree with this way of teaching. Err (pause) I think it is not interesting because emm (pause) it is not encourage students to think critically. Teacher is explaining everything, if not we don't understand and cannot understand difficult question.

R15: Female. No, if it is possible err (pause) we want the teacher to use new method to help all of us to pay more attention on reading class because emm (pause) the old method is very tedious. The teacher will explain everything and emm (pause) ask us to copy on the board not to think much because the teacher emm (pause) will tell what we should remember.

R16: Male. No, I do not like to study using this way of teaching. The pictures help to understand but emm (pause) not much and not encourage to think too. For me, err (pause) I think if possible, the teacher should change the method use in teaching English reading comprehension to emm (pause) a new method in the future.

APENDIX M

Interview Result of a Teacher (Experimental Group)

No	Question	Description of Interviews
1	Do you like the method (YouTube) you used in teaching the EFL reading comprehension class? Explain	Respondent A: Female From my observation, YouTube emm (pause) เป็นเครื่องมือที่ (is a tool that) can attract students to learn more. The students pay more attention and concentrate on the lesson. It also motivates them to engage themselves with the passages given in the class. Nonetheless, it helps students to emm (pause) practice listening skill. Different sounds can attract the students to involve with the lesson. I like to use YouTube to teach my students emm (pause) เพราะว่า (because) students can understand the lesson better by using YouTube. Besides, they are able to remember the situation well. The most important thing is emm (pause) majority of students can enjoy learning and not dull with the lesson. This situation can be err (pause) noticed from students who come to wait before the class time. Students can get many benefits from YouTube emm (pause) in different ways เช่น (such as) they can hear the pronunciation from emm (pause) สำเนียงที่หลากหลายเช่น (different accents such as) English native speakers, can guess the meaning through the pictures provided by YouTube, and able to remember emm (pause) เหตุการณ์ (the situation) easily. At the same time err (pause) they can give examples related to the lessons as well as emm (pause) สามารถ (can) practice in their real life. By doing this I can relate the text to their prior knowledge, and my students understand the text better. I prefer to teach my students by using YouTube.
	Key Words	Helpful, interesting, pay more attention, motivate, practice listening skill, guess meaning, understand, remember the situations, activate background knowledge of the students

No	Question	Description of Interviews
2	Did the utilization of the method (YouTube) help the students to improve their EFL reading comprehension skills? Explain how.	Respondent A: Female I think applying YouTube in teaching English reading comprehension is helpful. It is very interesting and regarded as a new method for this college. It helps students err (pause) ที่ไม่ค่อยสนใจ (pay less attention) to pay more attention to the lesson. YouTube helps to explain the lesson by itself because when the students look at the pictures presented by YouTube it err (pause) ช่วยให้ (helps the students to) matches their schema and the students can err (pause) จินตนาการและ (imagine and) เดา (guess) what is going on in the next step. Even not all students understand in the same way, but at least it makes students think critically. In addition, by using YouTube I am able to bring the outside world into the classroom to enrich students' knowledge. Besides, I have time to err (pause) สังเกต (observe) the learning style of the students as well as to see how they are interested in learning by using YouTube. Nonetheless, I also have time to think about emm (pause) the questions should be asked related to the passage other than questions provided by the text.
	Key Words	Helpful, interesting, pay more attention, explain the lesson by itself, remember, relate to their prior knowledge, predict the event, provide critical thinking

No	Question	Description of Interviews
3	Do you think that you should use this method (YouTube) to teach EFL reading comprehension in the future? Explain why.	Respondent A: Female For me, err (pause) โดยส่วนตัว (personally) I prefer to use YouTube to teach reading comprehension in the future err (pause) เพราะว่า (because) the students could pay more attention in class and the class was more interesting and enjoyable. The lessons were not dull because err (pause) they liked the pictures and sounds effects from the YouTube. The students are able to understand the lesson better because students can remember the event make students relax and enjoy learning reading class. By using YouTube I am able to relate the lesson to students' prior knowledge. This helps them to understand the comprehension passage better. Students also engage actively during question and answer session. Based on emm (pause) หลักสูตรใหม่ หรือ (new curriculum or) the Basic Educational Core Curriculum 2008 err (pause) เน้น (emphasizes) on learner-centered and therefore, using YouTube is regarded as a new additional method to support err (pause) การเรียนการสอนที่เกี่ยวกับ (teaching and learning regarding) this new curriculum.
	Key Words	Good, enjoy, understand, pay more attention, interesting, remember, relax, support learner-center

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Appendix N

Interview Result of a Teacher (Control Group)

No	Question	Description of Interviews
	Do you like the method (conventional method) you use to teach the EFL reading comprehension class? Explain why.	Teacher B: Female For me, I think, err (pause) ใช้ (using) conventional method is a way that Thai English teachers prefer to use err (pause) for teaching students in this area. Similarly, students are familiar with conventional method. Some of them agree to use conventional method because they emm (pause) รู้สึก (feel) emm (pause) easy to understand with teacher's pronunciation. In contrast, many of them said they emm (pause) ไม่ชอบและ (do not like and) were dull with this way of teaching method because the students claimed that pictures given by me cannot help them much to understand the text; they are only static pictures. They need sounds which not come from teacher's sounds such as from some students in the class. They said different sounds can attract them to pay more attention on the lesson. For the passages, I agree with err (pause) the passages given are very suitable for err (pause) นักเรียนที่ค่อนข้างอ่อน (low level students). Students might feel duller emm (pause) if the passages are longer. Generally my students are weak in English because of their limited vocabulary. As such teaching them English comprehension is a difficult task. As I know, Thai English teachers prefer to use conventional method, but by the time of emm (pause) การเรียนใน ศตวรรษที่ 21 หรือ (21st century learning or) the conventional method should be changed. The only one thing that I agree with the use of conventional method is emm (pause) ดี (good) for weak students they feel easy to understand with teacher's pronunciation err (pause) because the teacher will read sentence by sentence emm (pause) และอ่าน (and read) อย่างช้าๆ (slowly).

Interview Result of a Teacher (continue)

	In contrast, I think conventional method makes students err (pause) เบื่อและ (dull and) unmotivated in learning English reading comprehension. When I use the pictures they look interested but if err (pause) สอนจากหนังสือ (teach through book) without pictures students feel dull and do not concentrate on the lesson. Based on my opinion emm (pause) ใช้ (using) conventional method emm (pause) cannot help students much in learning English reading comprehension.
Key Words	Understand, dull, weak in English, limited vocabulary, difficult task, unmotivated, less comprehend, not concentrate

No	Question	Description of Interviews
2	Did the utilization of the method (conventional method) help the students to improve their EFL reading comprehension skills? Explain how.	Respondent B: Female I use to teach my students using the conventional method. So, I feel my students err (pause) อย่างน้อย (at least) เข้าใจ (understand) the text with information from the conventional method because err (pause) I will explain the passage for my students and emm (pause) ให้ (give) them meaning of emm (pause) difficult words. Sometimes I have to translate the whole passage into Thai language because their English is very poor. They don't have good foundation in English. They do not engage actively during English lesson. Most students claimed that learning English is difficult and dull. Not all of them agree with the use of conventional method but some good ones like my way of teaching and understand the lesson. Sometimes, I show pictures to them in order to emm (pause) help them to understand better, but err (pause) ใช้ (using) conventional method cannot help the students much in err (pause) providing critical thinking. However, emm (pause) ใช้ (using) this method makes me happy because err (pause) at least some students are able to understand the lesson emm (pause) even they are dull with the method.
	Key Words	Understand, not much provide critical thinking, tedious

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No	Question	Description of Interviews
3	Do you think that you should use this method (conventional method) to teach EFL reading comprehension in the future? Explain why.	Respondent B: Female I think conventional method err (pause) for me is nothing err (pause) ไม่ดี (bad) but today emm (pause) เน็ต (internet) the internet is prevalent everywhere, if the teacher can teach using internet, then it would be err (pause) more motivating and enjoyable. The college emm (pause) should สนับสนุน (encourage) the English teachers not to use the conventional method err (pause) because this method does not promote critical thinking as well as err (pause) not create learner-centered environment. In relation to this, I prefer to teach my students by using a new method which integrate with technology such as YouTube, phone or any other kinds of technology. I hope, with new method it might err (pause) change students' attitude towards English language. Err (pause) โดยเฉพาะ (especially) ช่วยให้นักเรียน ไม่ต้องไปคิด (help students not to think) only to pass an examination but emm (pause) รวมถึง (including) to be able to use it in the future. Also teaching hours for English in this institution should be increased from two hours per week to at least three hours per week so that I can teach them. You know our student's foundation in English language is weak, so, should be strengthen at primary and secondary school level, so that they do well at a higher level.
	Key Words	Not promote critical thinking, not create learner-centered environment

APPENDIX O

Example of Interview Transcript (Back to Back Translation)

Example of interview transcript back to back translation from a student (Respondent 1 of the Experimental Group)

Q1. Do you like the method (YouTube) used by the teacher in the EFL reading comprehension class? Explain why.

R1: Female. I like to study with YouTube because emm (pause) using YouTube is good and easy to understand. It provides a lot of information. It makes me err (pause) pay more attention to reading class. Besides, learning using YouTube is very interesting, fun and enjoy but sorry to say emm (pause) last time the teacher did not use it while teaching.

ดิฉันชอบเรียนโดนใช้ยูทูปมากค่ะเพราะว่า อืม (หยุดชั่วครู่) การใช้ยูทูปเป็นวิธีการที่ดีและง่ายต่อการเข้าใจ ยูทูปให้ข้อมูล มากมาย ทำให้ดิฉัน เออ (หยุดชั่วครู่) ตั้งใจเรียนในวิชาการอ่านภาษาอังกฤษมากขึ้น นอกจากนั้นการใช้ยูทูปเป็นวิธีการที่ น่าสนใจและเรียนแล้วเพลิดเพลินแต่ขอโทษที่ต้องบอกว่า อืม (หยุดชั่วครู่) เมื่อก่อนคุณครูไม่ใช้ในเวลาสอน

Q2. Did the utilization of the method (YouTube) used by the teacher help to improve your EFL reading comprehension? Explain how.

R1: Female. English is a difficult subject for most of us. Using YouTube helps me to understand the lesson because err (pause) it gives a lot of information and easy to understand. I and my friends err (pause) pay more attention when the teacher let us watch YouTube. English subject becomes easier than before. I am happy to learn English by using YouTube because it also motivates me in learning.

วิชาภาษาอังกฤษเป็นวิชาที่ยากสำหรับพวกเราส่วนใหญ่ ยูทูปช่วยให้ดิฉันเข้าใจบทเรียนเพราะ เออ (หยุดชั่วครู่) ยูทูปให้ ข้อมูลมากมายและง่ายต่อการเข้าใจ ดิฉันและเพื่อนๆ เออ (หยุดชั่วครู่) เพิ่มความตั้งใจเมื่อคุณครูให้พวกเราดูยูทูป ภาษาอังกฤษจึงกลายเป็นวิชาที่ง่ายขึ้นกว่าเดิม ดิฉันมีความสุขกับการเรียนภาษาอังกฤษโดยใช้ยูทูปเพราะยูทูปเพิ่มแรง บันดาลใจในการเรียนของดิฉัน

Q3. Do you think the teacher should use this method (YouTube) to teach EFL reading comprehension in the future? Explain why.

R1: Female. Yes, I think the teacher should use YouTube to teach English reading class as well as for err (pause) other subjects because it is very interesting and enjoy. YouTube brings me to pay more attention on the EFL reading comprehension class. I hope the teacher would use more often in the future.

ใช่ ดิฉันคิดว่าคุณครูควรจะใช้ยูทูปในการสอนวิชาการอ่านภาษาอังกฤษและควรใช้กับเออ (หยุดชั่วครู่) วิชาอื่นด้วยเพราะการสอนโดยใช้ยูทูปเป็นวิธีการสอนที่น่าสนใจและเรียนแล้วเพลิดเพลิน พร้อมกันนั้นยูทูปทำให้ดิฉันมีความตั้งใจในการเรียนการอ่านภาษาอังกฤษในห้องเรียนมากขึ้น ดิฉันคิดว่าคุณครูคงจะใช้ยูทูปบ่อยขึ้นกว่าเดิมในอนาคต.

Example of interview transcript back to back translation from a student (Respondent 15 from the Control Group)

Q1. Do you like the method (conventional method) used by the teacher in the EFL reading comprehension class? Explain why.

R15: Female. Using this way of teaching is err (pause) uninteresting, should change to new way of teaching. Personally, emm (pause) I like something new and different. This way of teaching is an old way of teaching err (pause) which is quite tedious. Most of us do not like this old way of teaching because it is boring. Err (pause) many subjects err (pause) using this way of teaching. For me, even the teacher shows pictures but we need sounds to hear because err (pause) sounds make me feel fresh not sleepy err (pause) I mean sounds which not from the teacher. Sounds might be from students who the teacher selected to read the passage.

การใช้วิธีการสอนแบบนี้ เออ (หยุดชั่วครู่) เป็นวิธีที่น่าเบื่อ ควรที่จะเปลี่ยนเป็นวิธีใหม่ๆ โดยส่วนตัว อืม (หยุดชั่วครู่) ข้าพเจ้าชอบวิธีใหม่ๆที่แตกต่างจากเดิมซึ่งวิธีการสอนแบบนี้ถือเป็นวิธีสอนแบบเก่าที่ เออ (หยุดชั่วครู่) ค่อนข้างจะน่าเบื่อ ค่ะ พวกเราส่วนใหญ่ไม่ค่อยชอบวิธีเก่าๆนี้เพราะเป็นวิธีที่น่าเบื่อ เออ (หยุดชั่วครู่) หลายๆวิชา เออ (หยุดชั่วครู่) ก็จะใช้วิธีนี้ สำหรับข้าพเจ้าถึงแม้คุณครูจะยกรูปภาพบ้างแต่พวกเราต้องการฟังเสียงบ้างเพราะ เออ (หยุดชั่วครู่) เสียงช่วยให้ข้าพเจ้า หายง่วงได้ เออ (หยุดชั่วครู่) ข้าพเจ้าหมายถึงเสียงที่มาจากผู้อื่นที่มิใช่ครูผู้สอน อาจมาจากนักเรียนที่คุณครูเลือกให้อ่าน.

Q2. Did the utilization of the method (conventional method) used by the teacher help to improve your EFL reading comprehension? Explain how.

R15: Female. For me, err (pause) this way of teaching is dull because the teacher will read in the text and err (pause) explain even the teacher provided some pictures but those pictures cannot help much to err (pause) understand the lesson.

สำหรับข้าพเจ้าแล้ว เออ (หยุดชั่วครู่) วิธีการสอนแบบนี้เป็นวิธีที่ค่อนข้างน่าเบื่อเพราะคุณครูจะอ่านตามหนังสือและ เออ (หยุดชั่วครู่) แปลความหมายให้ฟัง ถึงแม้ว่าคุณครูจะมีรูปภาพมาให้แต่รูปภาพเหล่านั้น เออ (หยุดชั่วครู่) ไม่สามารถช่วย ให้เข้าใจบทเรียนได้ดีเท่าที่ควร.

Q3. Do you think the teacher should use this method (conventional method) to teach EFL reading comprehension in the future? Explain why.

R15: Female. No, if it is possible err (pause) we want the teacher to use new method to help all of us to pay more attention on reading class because emm (pause) the old method is very tedious. The teacher will explain everything and

emm (pause) ask us to copy on the board not to think much because the teacher emm (pause) will tell what we should remember.

ข้าพเจ้าไม่เห็นด้วยกับวิธีการสอนแบบนี้ ถ้าเป็นไปได้ เออ (หยุดชั่วครู่) พวกเราต้องการจะให้คุณครูใช้วิธีการสอนแบบ ใหม่ๆเพื่อช่วยให้พวกเราตั้งใจในการเรียนวิชาการอ่านภาษาอังกฤษให้มากขึ้น เพราะ อืม (หยุดชั่วครู่) วิธีการสอนแบบเก่า นั้นน่าเบื่อมาก คุณครูจะเป็นคนอธิบายทุกอย่างและ อืม (หยุดชั่วครู่) ให้พวกเราทุกคนลอกบนกระดาน ไม่ต้องใช้ความคิด มากมายเพราะคุณครู อืม (หยุดชั่วครู่) จะเป็นคนบอกให้พวกเราจำอะไรบ้าง.