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

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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 persepsi pelajar dan guru terhadap penggunaan YouTube dan kaedah kuliah konvensional dalam pengajaran pemahaman bacaan. Data kuantitatif diperoleh daripada praujian, pascajian 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 YouTube 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 penggunaan 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 YouTube 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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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_rZH11Yk

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

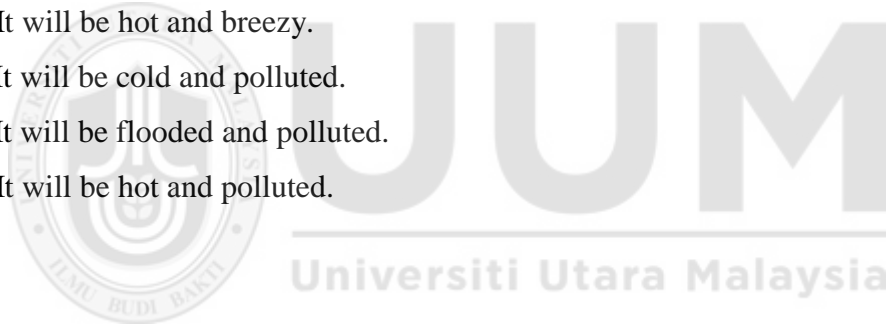
HOTS questions

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

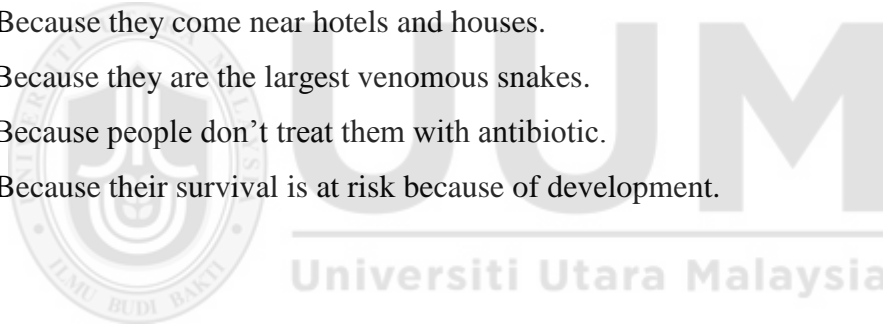
HOTS questions

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.



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 Philippines. 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. Mount Kinabalu is the highest mountain in...

- A. Philippine
- B. Indonesia
- C. Southeast Asia
- D. South China Sea

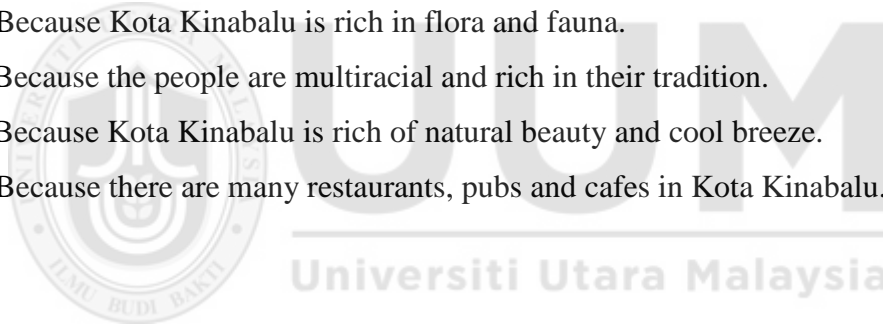
HOTS questions

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.

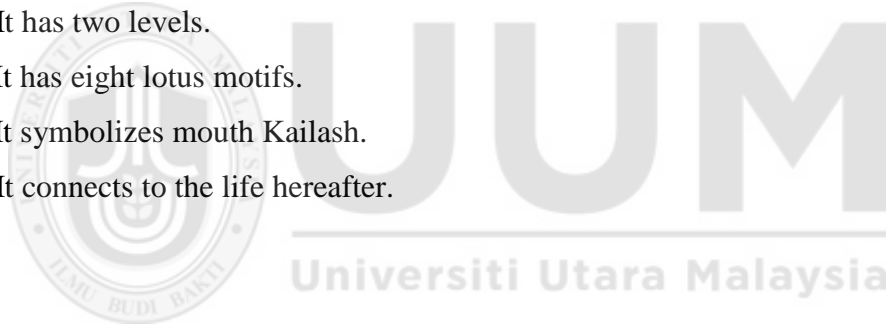
HOTS questions

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

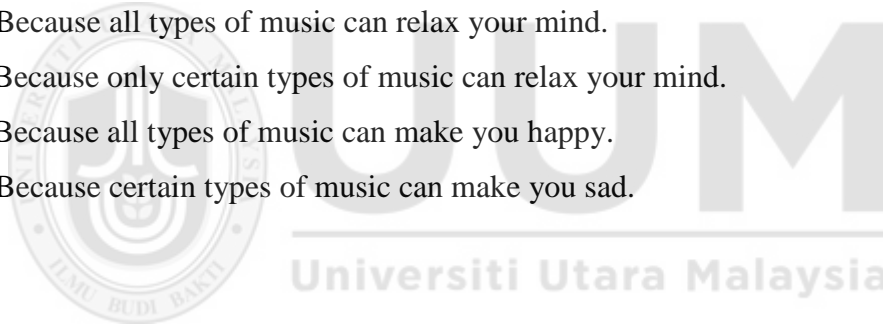
HOTS questions

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.



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.

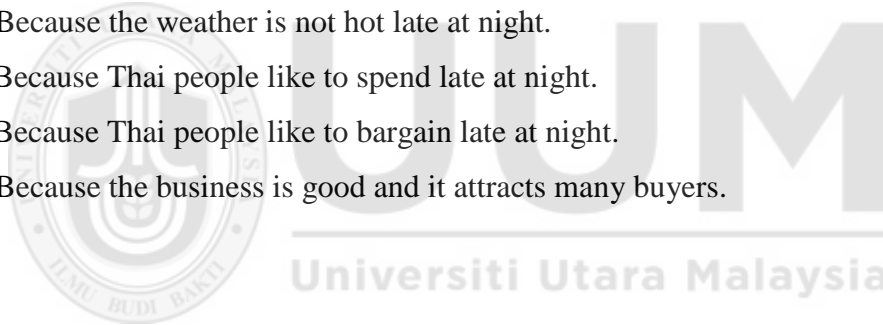
HOTS questions

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.



APPENDIX C

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. The food order will come within a few minutes. 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.

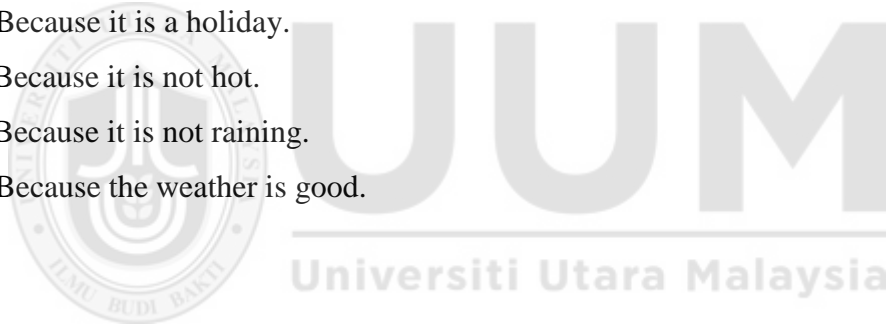
HOTS questions

5. What is your opinion of “The food order will come within a few minutes”?

- 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 germinate 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.

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

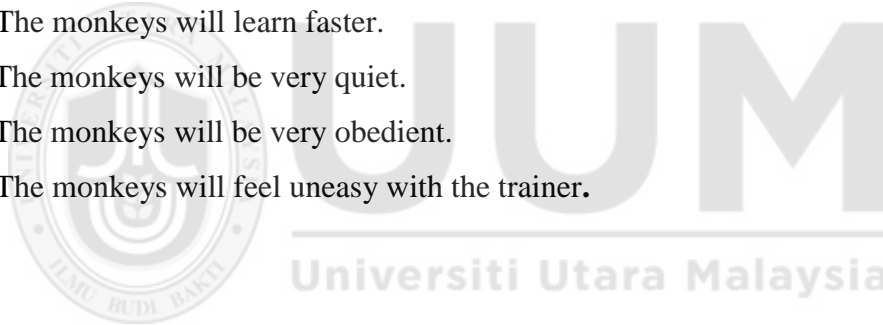
HOTS questions

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



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.

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



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.



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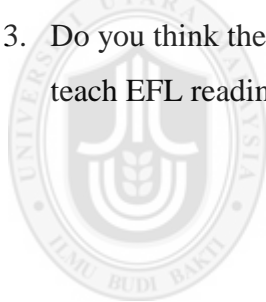
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Appendix E-2

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.



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Appendix F

Interview Questions for Teachers



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.



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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.



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Appendix G

Thai Version



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	ครูผู้สอนทำให้ผู้เรียนรู้สึกว่บทเรียนนี้มีความสำคัญ					
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	ข้าพเจ้ามีรู้สึกว่บทเรียนนี้ให้ความพึงพอใจต่อข้าพเจ้า					
13	ในวิชานี้ข้าพเจ้าพยายามที่จะทำให้ดีที่สุดเพื่อบรรลุถึงมาตรฐานของความเป็นเลิศ					
14	ข้าพเจ้ารู้สึกว่าการแสดงความคิดเห็นและข้อเสนอแนะจากผู้สอนเป็นสิ่งที่ดี สำหรับข้าพเจ้า					
15	ผู้เรียนในชั้นนี้ดูเหมือนอยากรู้เพิ่มเติมเกี่ยวกับเรื่องที่เรียน					
16	ข้าพเจ้าสนุกกับการเรียนบทเรียนนี้มาก					
17	เป็นเรื่องยากที่จะพูดถึงเรื่องคะแนนที่ผู้สอนจะให้การทำแบบฝึกหัดแต่ละครั้ง					

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
18	ข้าพเจ้ามีความพอใจกับความคิดเห็นของครูผู้สอนและข้อเสนอแนะจากเพื่อนๆ ในชั้นเรียนของข้าพเจ้า					
19	ข้าพเจ้ารู้สึกพึงพอใจกับสิ่งที่ข้าพเจ้าได้รับประโยชน์จากบทเรียนนี้					
20	เนื้อหาของบทเรียนนี้เกี่ยวข้องกับความคิดหวังและเป้าหมายของข้าพเจ้า					
21	ครูผู้สอนใช้วิธีการสอนที่แปลกใหม่และมีความน่าสนใจ					
22	ผู้เรียนมีส่วนร่วมในชั้นนี้					
23	เพื่อให้บรรลุเป้าหมายของข้าพเจ้า จำเป็นอย่างยิ่งที่ข้าพเจ้าต้องทำให้ดีในวิชานี้					
24	ครูผู้สอนใช้วิธีการสอนที่หลากหลายและน่าสนใจ					
25	ข้าพเจ้า <u>ไม่</u> คิดว่าข้าพเจ้าจะได้รับประโยชน์จากบทเรียนนี้					

โปรดทำเครื่องหมาย ✓ ลงในช่องที่ ตรงกับความคิดเห็นของผู้เรียนมากที่สุด

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5 = เห็นด้วยมากที่สุด

โปรดพิจารณาตามความเป็นจริงว่าในการอ่านภาษาอังกฤษเพื่อความเข้าใจ นักศึกษามีความคิดเห็น

ต่อสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อ	ข้อความ	1	2	3	4	5
26	ข้าพเจ้ามักจะเพื่อสิ้นในขณะทีเรียนวิชานี้					
27	ข้าพเจ้าเชื่อว่าสามารถทำได้ถ้ามีความพยายามอย่างเพียงพอ					
28	ผลประโยชน์โดยส่วนตัวจากบทเรียนนี้เป็นที่ชัดเจนต่อข้าพเจ้ามาก					
29	ความอยากรู้อยากเห็นของข้าพเจ้าจะถูกกระตุ้น โดยคำถามในห้องเรียน					
30	ข้าพเจ้าพบว่าระดับความท้าทายในบทเรียนนี้มีความสมดุลไม่ง่ายและไม่ยากจนเกินไป					
31	ข้าพเจ้ารู้สึกก่อนข้างผิดหวังกับวิชานี้					

โปรดทำเครื่องหมาย ✓ ลงในช่องที่ ตรงกับความคิดเห็นของผู้เรียนมากที่สุด

1 = ไม่เห็นด้วยมากที่สุด

2 = ไม่เห็นด้วย

3 = ไม่แน่ใจ

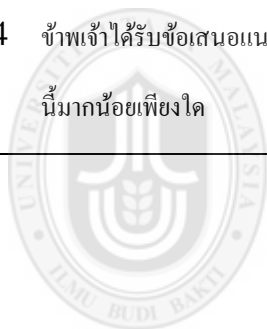
4 = เห็นด้วย

5 = เห็นด้วยมากที่สุด

โปรดพิจารณาตามความเป็นจริงว่าในการอ่านภาษาอังกฤษเพื่อความเข้าใจ นักศึกษามีความคิดเห็น

ต่อสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อ	ข้อความ	1	2	3	4	5
32	ข้าพเจ้ารู้สึกว่าได้รับข้อเสนอแนะและความคิดเห็นระหว่างบทเรียนอย่างเพียงพอ					
33	จำนวนแบบฝึกหัดที่ข้าพเจ้าต้องทำเป็นที่เหมาะสมสำหรับประเภทของ บทเรียนนี้					
34	ข้าพเจ้าได้รับข้อเสนอแนะอย่างเพียงพอที่จะทราบว่าข้าพเจ้ามีความสามารถในวิชานี้มากน้อยเพียงใด					



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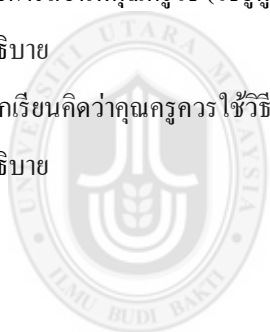
คำถามสำหรับการสัมภาษณ์ (YouTube)

นักเรียนอาชีวศึกษาปีแรกในประเทศไทย

คำสั่ง: โปรดอ่านคำถามทั้งหมดอย่างรอบคอบแล้วตอบคำถาม

ชื่อของคุณจะถูกเก็บเป็นความลับ

1. นักเรียนชอบวิธีการสอน (โดยใช้ยูทูบ) ที่คุณครูใช้ในการเรียนการอ่านภาษาอังกฤษหรือไม่? อธิบาย
2. วิธีการสอนที่คุณครูใช้ (ใช้ยูทูบ) ในการสอนมีส่วนช่วยทำให้นักเรียนเรียนการอ่านภาษาอังกฤษดีขึ้นหรือไม่?
อธิบาย
3. นักเรียนคิดว่าคุณครูควรใช้วิธีการสอนแบบนี้ (ใช้ยูทูบ) ในการสอนการอ่านภาษาอังกฤษในอนาคตหรือไม่?
อธิบาย



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คำถามสำหรับการสัมภาษณ์ (Conventional Method)

นักเรียนอาชีวศึกษาปีแรกในประเทศไทย

คำสั่ง: โปรดอ่านคำถามทั้งหมดอย่างรอบคอบแล้วตอบคำถาม

ชื่อของคุณจะถูกเก็บเป็นความลับ

1. นักเรียนชอบวิธีการสอน (แบบครูเป็นศูนย์กลาง) ที่คุณครูใช้ในการเรียนการอ่านภาษาอังกฤษหรือไม่? อธิบาย
2. วิธีการสอนที่คุณครูใช้ (แบบครูเป็นศูนย์กลาง) ในการสอนมีส่วนช่วยทำให้นักเรียนเรียนการอ่านภาษาอังกฤษดีขึ้นหรือไม่? อธิบาย
3. นักเรียนคิดว่าคุณครูควรใช้วิธีการสอนแบบนี้ (แบบครูเป็นศูนย์กลาง) ในการสอนการอ่านภาษาอังกฤษในอนาคตหรือไม่? อธิบาย



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คำถามสำหรับการสัมภาษณ์ (YouTube)

คุณครูสอนภาษาอังกฤษวิทยาลัยเทคนิคนครราชสีมา

คำสั่ง: โปรดอ่านคำถามทั้งหมดอย่างรอบคอบแล้วตอบคำถาม

ชื่อของคุณจะถูกเก็บเป็นความลับ

1. คุณครูชอบวิธีการสอน (โดยใช้ยูทูบ) ที่คุณครูใช้ในการสอนการอ่านภาษาอังกฤษหรือไม่? อธิบาย
2. วิธีการสอนที่คุณครูใช้ (ใช้ยูทูบ) ในการสอนมีส่วนช่วยทำให้นักเรียนเรียนการอ่านภาษาอังกฤษดีขึ้นหรือไม่?
อธิบาย
3. คุณครูคิดว่าควรใช้วิธีการสอนแบบนี้ (ใช้ยูทูบ) ในการสอนการอ่านภาษาอังกฤษในอนาคตหรือไม่?
อธิบาย



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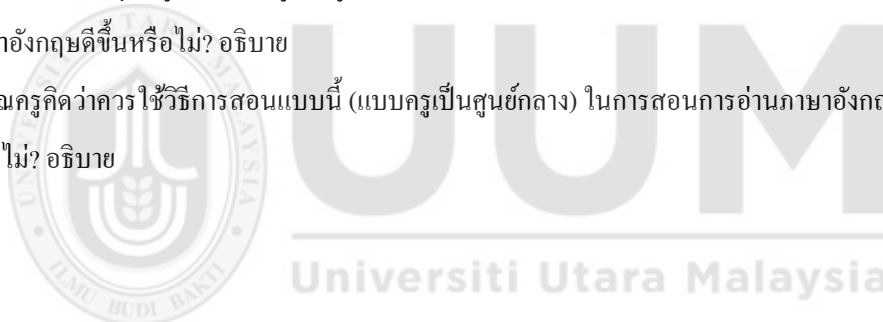
คำถามสำหรับการสัมภาษณ์ (conventional method)

คุณครูสอนภาษาอังกฤษวิทยาลัยเทคนิคนราธิวาส

คำสั่ง: โปรดอ่านคำถามทั้งหมดอย่างรอบคอบแล้วตอบคำถาม

ชื่อของคุณจะถูกเก็บเป็นความลับ

1. คุณครูชอบวิธีการสอน (แบบครูเป็นศูนย์กลาง) ที่คุณครูใช้ในการสอนการอ่านภาษาอังกฤษหรือไม่? อธิบาย
2. วิธีการสอนที่คุณครูใช้ (แบบครูเป็นศูนย์กลาง) ในการสอนมีส่วนช่วยทำให้นักเรียนเรียนการอ่านภาษาอังกฤษดีขึ้นหรือไม่? อธิบาย
3. คุณครูคิดว่าควรใช้วิธีการสอนแบบนี้ (แบบครูเป็นศูนย์กลาง) ในการสอนการอ่านภาษาอังกฤษในอนาคตหรือไม่? 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 สิ่งที่น่าสนใจ (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."

From "Don't Squat with Your Spurs On:
A Cowboy's Book of Wisdom."

On Sat, Dec 26, 2015 at 10:13 PM, Nuramah

Hayikaleng <nur_toh@hotmail.co.th> wrote:



APPENDIX I

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

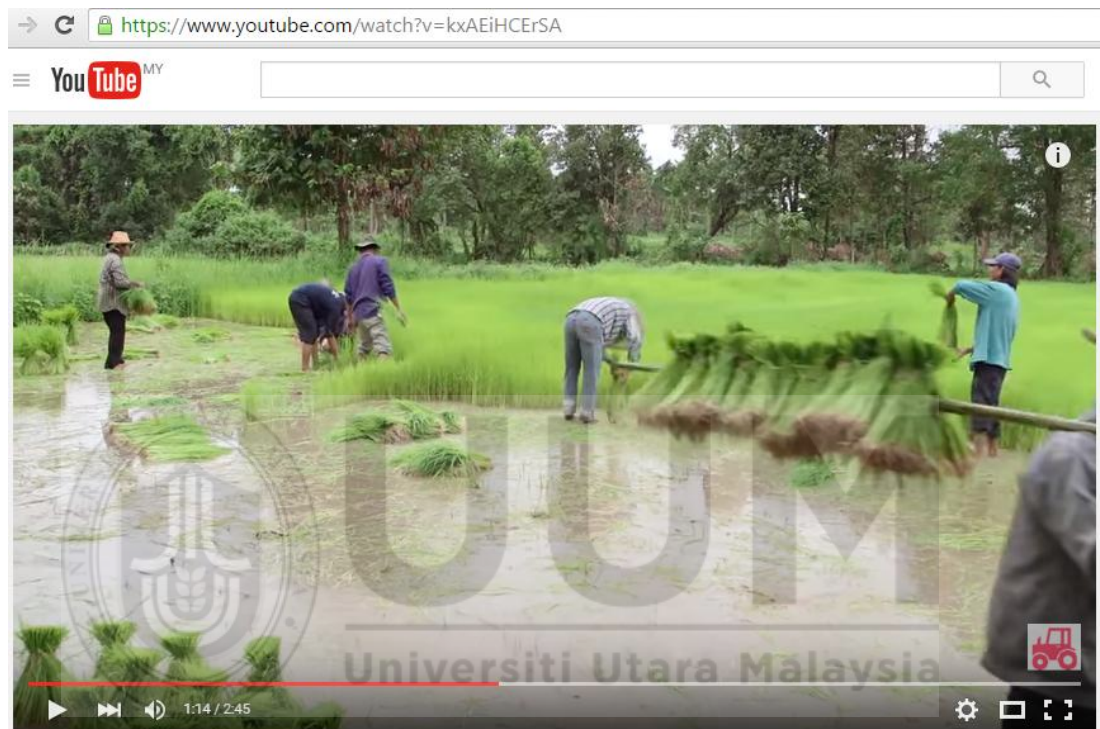
Cronbach's Alpha	N of Items
.782	34

APPENDIX J

Samples of YouTube and pictures for conventional method

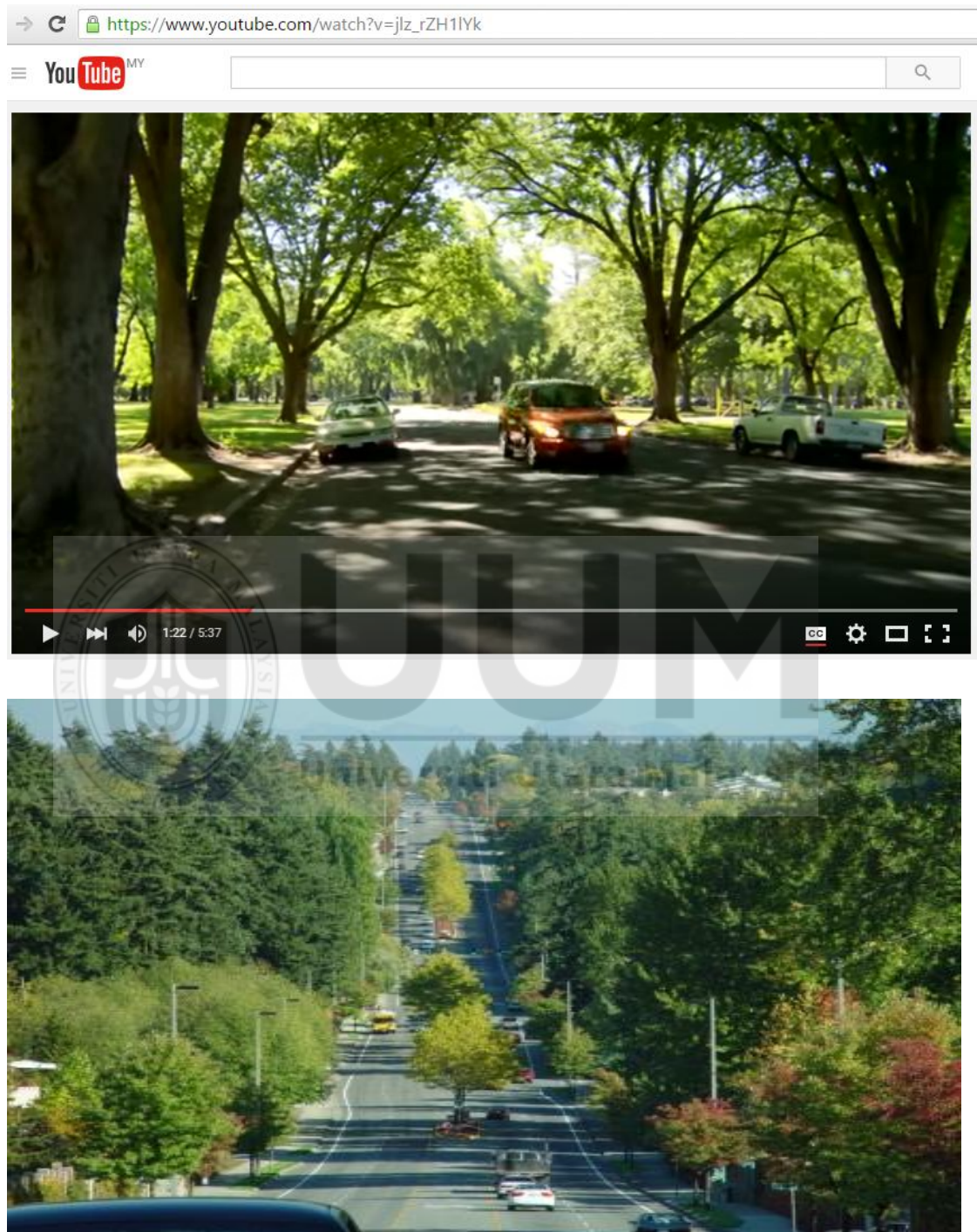
1. How to Grow Paddy

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>



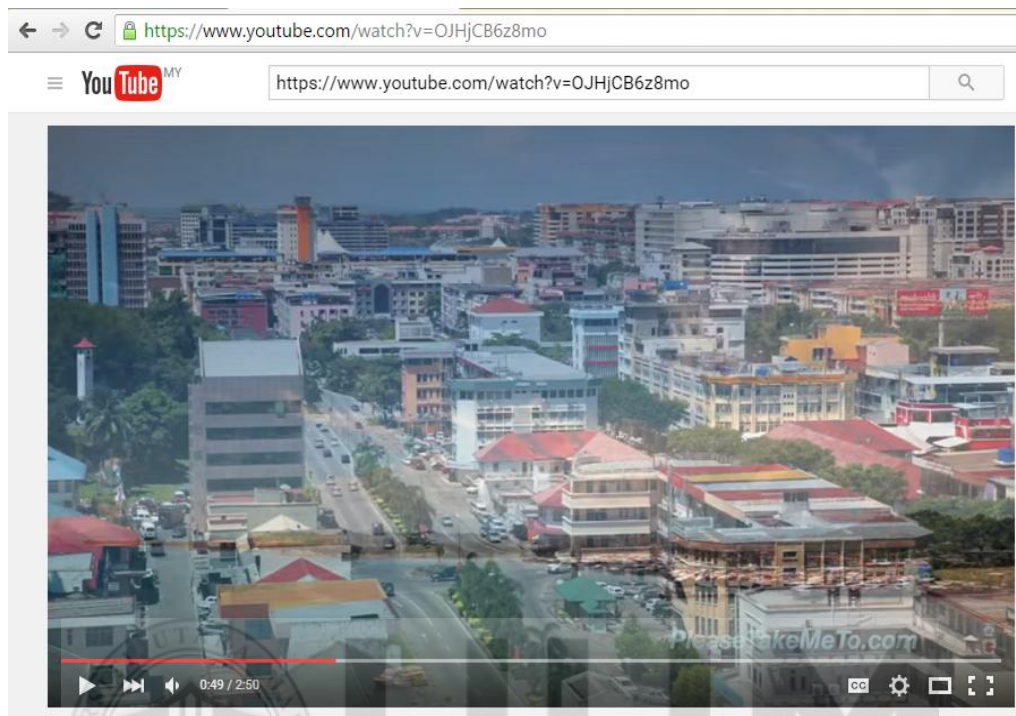
4. Snake Catchers: Protecting The World's Deadliest Snakes

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



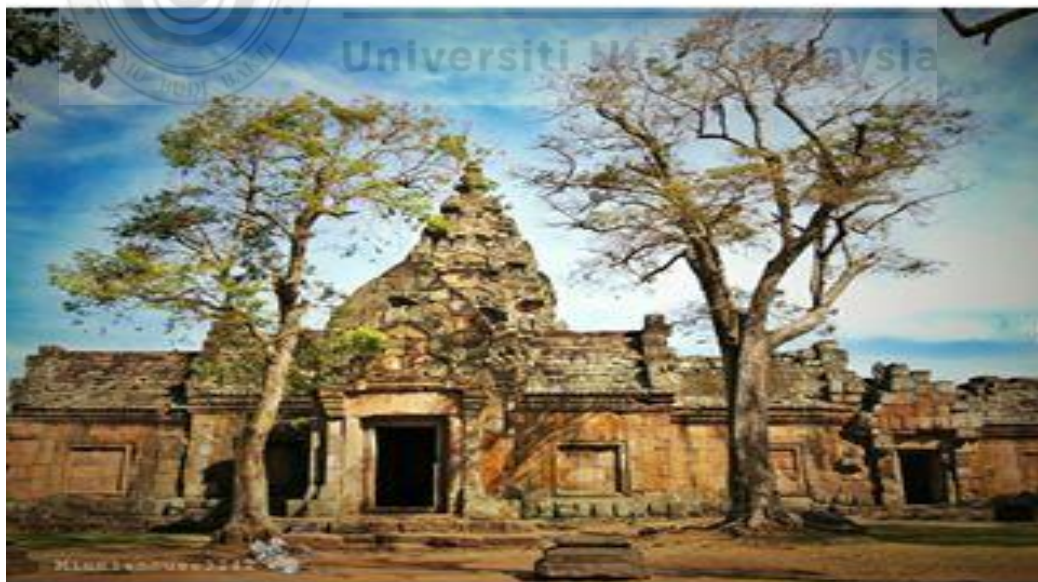
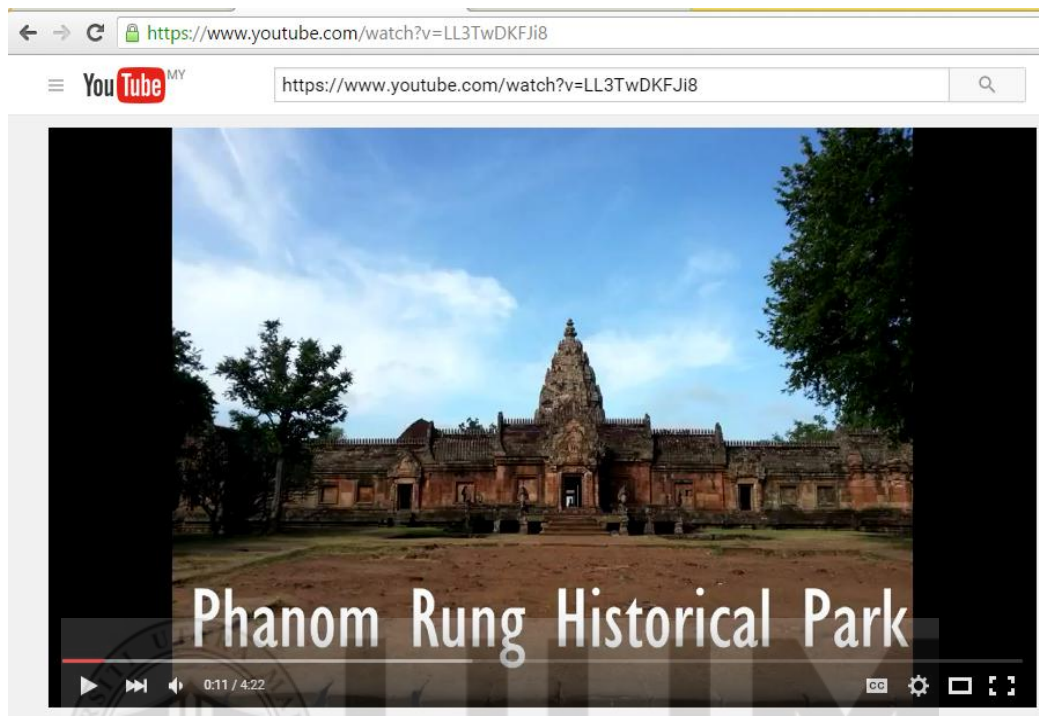
5. Kota Kinabalu

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



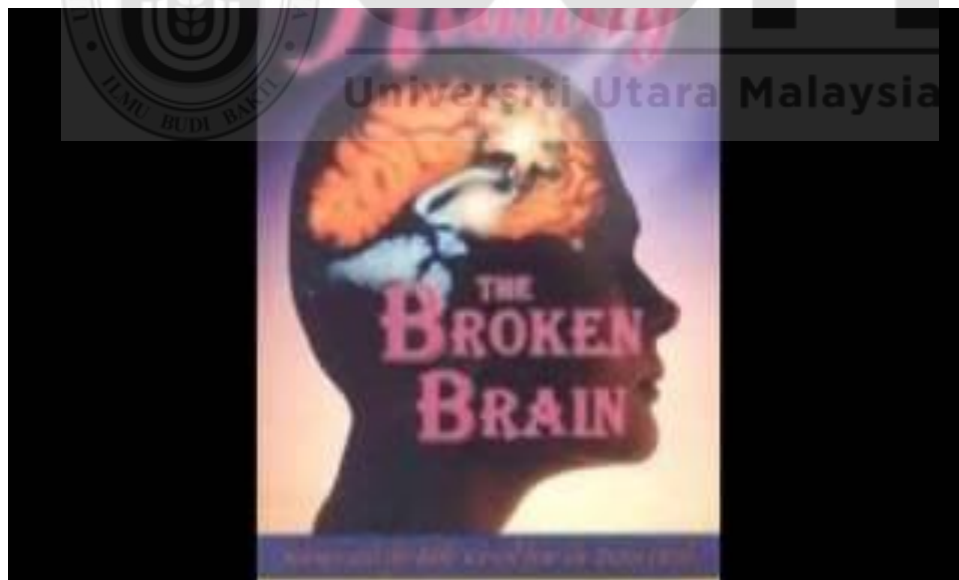
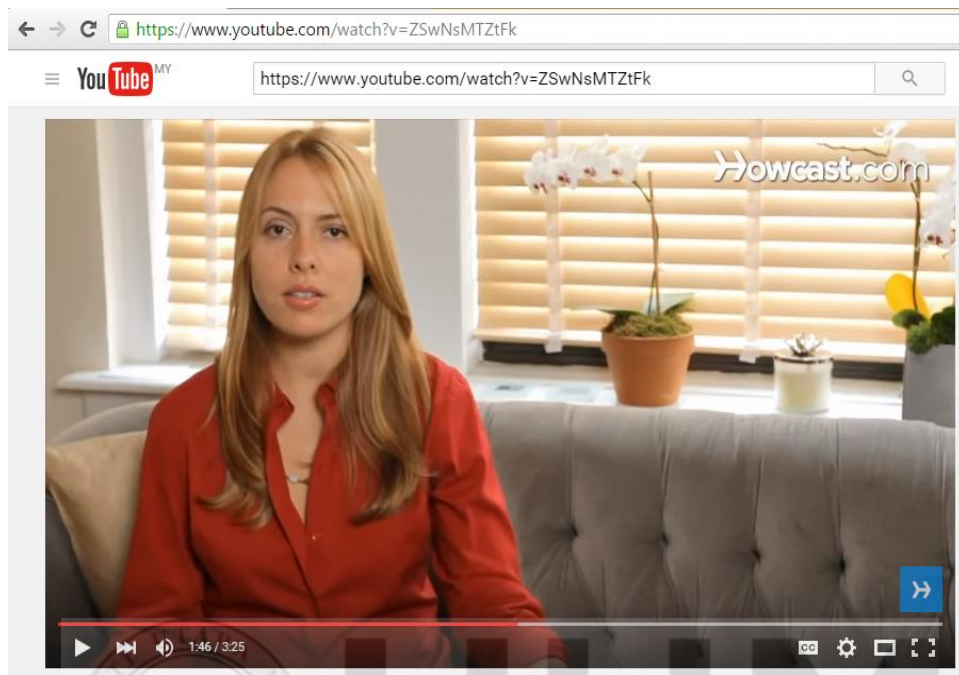
6. History of Prasat Hin Phnom Rung

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



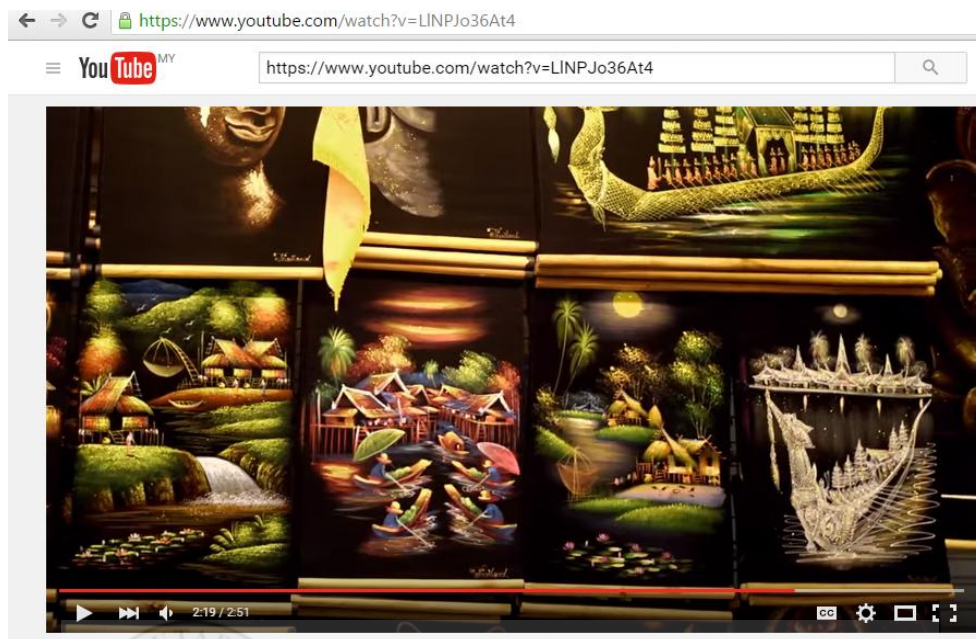
7. How to Relax Your Mind

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



8. Silom Night Market

Adapted from: <https://www.youtube.com/watch?v=LINPJo36At4>



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.



APENDIX L

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) asks 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. Malaysia

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 asks 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	<p>Respondent A: Female</p> <p>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.</p> <p>Helpful, interesting, pay more attention, motivate, practice listening skill, guess meaning, understand, remember the situations, activate background knowledge of the students</p>
	Key Words	

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.	<p>Respondent A: Female</p> <p>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.</p> <p>Key Words</p> <p>Helpful, interesting, pay more attention, explain the lesson by itself, remember, relate to their prior knowledge, predict the event, provide critical thinking</p>

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.	<p>Respondent A: Female</p> <p>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) การเรียนการสอนที่เกี่ยวข้องกับ (teaching and learning regarding) this new curriculum.</p>
	Key Words	Good, enjoy, understand, pay more attention, interesting, remember, relax, support learner-center

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.	<p>Teacher B: Female</p> <p>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).</p>

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



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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.	<p>Respondent B: Female</p> <p>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.</p>
	Key Words	Understand, not much provide critical thinking, tedious

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.	<p>Respondent B: Female</p> <p>I think conventional method err (pause) for me is nothing err (pause) ไม่ดี (bad) but today emm (pause) เนต (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.</p>
	Key Words	Not promote critical thinking, not create learner-centered environment

APENDIX 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.

ดิฉันชอบเรียนโดยใช้ยูทูปมากค่ะเพราะว่า อืม (หยุดชั่วคราว) การใช้ยูทูปเป็นวิธีการที่ดีและง่ายต่อการเข้าใจ ยูทูปให้ข้อมูลมากมาย ทำให้ดิฉัน เออ (หยุดชั่วคราว) ตั้งใจเรียนในวิชาการอ่านภาษาอังกฤษมากขึ้น นอกจากนั้นการใช้ยูทูปเป็นวิธีการที่น่าสนใจและเรียนแล้วเพลิดเพลินแต่ขอโทษที่ต้องบอกว่า อืม (หยุดชั่วคราว) 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 (หยุดชั่วคราว) ยูทูปให้ข้อมูลมากมายและง่ายต่อการเข้าใจ ดิฉันและเพื่อนๆ เออ (หยุดชั่วคราว) เพิ่มความตั้งใจเมื่อคุณครูให้พวกเราดูยูทูป ภาษาอังกฤษจึงกลายเป็นวิชาที่ง่ายขึ้นกว่าเดิม ดิฉันมีความสุขกับการเรียนภาษาอังกฤษโดยใช้ยูทูปเพราะยูทูปเพิ่มแรงบันดาลใจในการเรียนของดิฉัน.

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 อิม (หยุดชั่วครู่) ข้าพเจ้าชอบวิธีใหม่ๆ ที่แตกต่างจากเดิมซึ่งวิธีการสอนแบบนี้ถือเป็นวิธีสอนแบบเก่าที่ เออ (หยุดชั่วครู่) ก่อนข้าพเจ้าน่าเบื่อค่ะ พวกเราส่วนใหญ่ไม่ค่อยชอบวิธีเก่าๆ นี้เพราะเป็นวิธีที่น่าเบื่อ เออ (หยุดชั่วครู่) หลายๆ วิชา เออ (หยุดชั่วครู่) ก็จะใช้วิธีนี้สำหรับข้าพเจ้าถึงแม้คุณครูจะยกภาพบ้างแต่พวกเรายังต้องการฟังเสียงบ้างเพราะ เออ (หยุดชั่วครู่) เสียงช่วยให้ข้าพเจ้าหายง่วงได้ เออ (หยุดชั่วครู่) ข้าพเจ้าหมายถึงเสียงที่มาจากผู้อื่นที่มีใช้ครูผู้สอน 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) ไม่สามารถช่วยให้ข้าพเจ้าเรียนได้ดีเท่าที่ควร.

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 (หยุดชั่วคราว) พวกเราต้องการจะให้คุณครูใช้วิธีการสอนแบบ
ใหม่ๆเพื่อช่วยให้พวกเราตั้งใจในการเรียนวิชาการอ่านภาษาอังกฤษให้มากขึ้น เพราะ อิม (หยุดชั่วคราว) วิธีการสอนแบบเก่า
นั้นน่าเบื่อมาก คุณครูจะเป็นคนอธิบายทุกอย่างและ อิม (หยุดชั่วคราว) ให้พวกเราทุกคนลอกบนกระดาน ไม่ต้องใช้ความคิด
มากมายเพราะคุณครู อิม (หยุดชั่วคราว) จะเป็นคนบอกให้พวกเราจำอะไรบ้าง.

