

EFFECTS OF CHRISTIAN THEOLOGICAL ENGLISH READING USING CONCEPT-ORIENTED
READING INSTRUCTION TO ENHANCE READING COMPREHENSION AND READING
MOTIVATION OF UNDERGRADUATE STUDENTS

Mrs. Jenjira Kiriratnitikul



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ผลกระทบของการสอนการอ่านภาษาอังกฤษเชิงทฤษฎีแบบเน้นมโนทัศน์
ต่อความเข้าใจในการอ่านและแรงจูงใจในการอ่านของนักศึกษาระดับปริญญาบัณฑิต



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
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Thesis Title	EFFECTS OF CHRISTIAN THEOLOGICAL ENGLISH READING USING CONCEPT-ORIENTED READING INSTRUCTION TO ENHANCE READING COMPREHENSION AND READING MOTIVATION OF UNDERGRADUATE STUDENTS
By	Mrs. Jenjira Kiriratnitikul
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Thesis Advisor	Pornpimol Sukavatee

Accepted by the Faculty of Education, Chulalongkorn University in Partial
Fulfillment of the Requirements for the Master's Degree

.....Dean of the Faculty of Education
(Associate Professor Bancha Chalapirom, Ph.D.)

THESIS COMMITTEE

.....Chairman
(Associate Professor Sumalee Chinokul)

.....Thesis Advisor
(Pornpimol Sukavatee)

.....External Examiner
(Supanit Kulsiri)

5583357627 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

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The objectives of this study are to investigate the effects of Christian theological English reading using concept-oriented reading instruction to enhance reading comprehension and reading motivation of the undergraduate students. The samples were 29 second year students who studied at the Bangkok Institute of Theology, Christian University, in the first semester, academic year 2014 during 12 weeks. The paired-samples t-test was used to analyze the differences between the students' mean scores of the Christian theological reading comprehension test and of the reading motivation questionnaire before and after the treatment.

The findings shows that (1) the students' posttest mean scores of Christian theological reading comprehension test are higher than the pretest mean scores at the significance level of $p < .05$ and (2) the students' posttest mean scores of reading motivation questionnaire are higher than the pretest mean scores at the significance level of $p < .05$. Regarding reading motivation constructs, the mean scores increases at significant level of $p < .05$ in three affirming constructs: intrinsic motivation, self-efficacy, and prosocial interaction, and the significant decrease at significant level of $p < .05$ in only one undermining construct: perceived difficulty. Avoidance construct does not decrease significantly after the treatment, whereas antisocial interaction construct does not decrease either, and has low mean scores both before and after the treatment. This could be because the students with strong Christian beliefs are usually not supposed to have antisocial interactions toward other people based on the Christian great commandments.

In conclusion, Christian theological English reading using concept-oriented reading instruction can enhance reading comprehension and reading motivation of undergraduate students.

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CONTENTS

	Page
THAI ABSTRACT	iv
ENGLISH ABSTRACT	v
ACKNOWLEDGEMENTS	vi
CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xiv
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Research Questions	6
1.4 Objectives of the Study	7
1.5 Statement of Hypotheses	7
1.6 Definitions of Terms	8
1.7 Scope of the Study	13
1.8 Significance of the Study	13
1.9 Conceptual Framework	15
CHAPTER 2 REVIEW OF THE LITERATURE	18
2.1 Reading Comprehension	18
2.2 Reading Motivation	22
2.3 Development of Concept-Oriented Reading Instruction	30
2.4 The CORI 2012 Framework	37
2.4.1 Topics	37

	Page
2.4.2 Reading Strategies	37
2.4.3 Motivation Practices	40
2.5 Christian Theological English Reading Using Concept-Oriented Reading Instruction.....	43
2.6 Summary	45
CHAPTER 3 RESEARCH METHODOLOGY.....	46
3.1 Research Design.....	46
3.2 Population and Participants.....	47
3.3 Research Procedure	48
Stage 1: Development of the Christian Theological English Reading Course Using Concept-Oriented Reading Instruction.....	50
Stage 2: Conduct the Main Study.....	70
3.4 Research Instruments.....	71
3.4.1 Christian Theological English Reading Comprehension Test	71
3.4.2 Reading Motivation Questionnaires.....	86
3.5 Data Collection.....	92
3.6 Data Analysis	92
3.7 Summary	92
CHAPTER 4 RESEARCH FINDINGS.....	93
4.1 Reading Comprehension.....	93
4.1.1 Literal Text Comprehension	95
4.1.2 Inferencing.....	96
4.1.3 Knowledge Construction	97
4.2 Reading Motivation	98

	Page
4.2.1 Overall Reading Motivation.....	98
4.2.2 Reading Motivation by Constructs.....	99
4.2.2.1 Affirming Motivations	100
4.2.2.2 Undermining Motivations.....	103
4.2.3 Additional Findings	106
4.3 Summary.....	113
CHAPTER 5 DISCUSSIONS AND RECOMMENDATIONS.....	114
5.1 Summary of the Study.....	114
5.2 Findings.....	117
5.2.1 Reading Comprehension	117
5.2.2 Reading Motivation	118
5.3 Discussions.....	118
5.3.1 Reading Comprehension	118
5.3.2 Reading Motivation	122
5.4 Pedagogical Implication	126
5.4.1 Emphasis on the Content	126
5.4.2 Embedment of the Components	128
5.4.3 Engagement in Reading	129
5.5 Recommendations	130
5.5.1 Teachers	131
5.5.2 Researchers	131
5.5.3 Learners	133
REFERENCES	135

	Page
APPENDICES.....	139
Appendix A Lesson plan of the CORI five instructional practices in 2007.....	140
Appendix B Instruction Manuals of Unit 1 to 6.....	141
Appendix C Lesson Plans of Unit 1 to 6.....	153
Appendix D Test Specification (Before revision).....	191
Appendix E Index of Item-Objective Congruence Form of Christian Theological Reading Comprehension Test.....	192
Appendix F Test Specification (After revision).....	195
Appendix G Christian Theological Reading Comprehension Test (Revised).....	196
Appendix H Adolescent Motivations for School Reading questionnaire (AMSR)....	207
Appendix I Christian Theological Reading Motivation Questionnaire.....	215
Appendix J Sample of students' work.....	218
Appendix K Pictures of classroom activities.....	219
VITA.....	222

LIST OF TABLES

Table 1 <i>The Alignment of Kintsch’s Construction-Integration Model of Reading Comprehension with the Hierarchical-Cognitive Model of Information Text Comprehension (Klauda & Guthrie, 2012, p. 108)</i>	21
Table 2 <i>CORI Instructional Model of 1996 (Guthrie et al., 1996)</i>	30
Table 3 <i>CORI Instructional Model of 2004 (Guthrie et al., 2004)</i>	32
Table 4 <i>CORI Instructional Model of 2007 (Guthrie et al., 2007)</i>	33
Table 5 <i>CORI Instructional Model of 2012 (Guthrie, Mason-Singh, et al., 2012)</i>	34
Table 6 <i>The Original CORI Scope and Sequence of 2012 with Ecology Theme (Guthrie, Mason-Singh, & Coddington, 2012, p.171)</i>	35
Table 7 <i>Development of Concept-Oriented Reading Instruction from 1996-2012</i>	36
Table 8 <i>Framework of CORI Instructional Model of 2012</i>	51
Table 9 <i>Scope and Sequence of the Christian Theological English Reading Course Using Concept-Oriented Reading Instruction 2012</i>	56
Table 10 <i>Modified Teaching Procedure for Christian Theological English Reading Instruction</i>	58
Table 11 <i>Unit 1 Components</i>	59
Table 12 <i>Unit 1 Instruction Manual</i>	60
Table 13 <i>Index of Item-Objective Congruence of Christian Theological Lesson Plan</i>	63
Table 14 <i>Index of Item-Objective Congruence of Christian Theological Reading Comprehension Test</i>	73
Table 15 <i>Index of Item-Objective Congruence of Christian Theological Reading Motivation Questionnaire</i>	89

Table 16 <i>Reading Comprehension: Means, Standard Deviations, T-Values, and the Significance of the Christian Theological Pretest and the Posttest</i>	93
Table 17 <i>Literal Text Comprehension : Means, Standard Deviations, T-Values, and the Significance of Christian Theological Pretest and the Posttest</i>	95
Table 18 <i>Inferencing: Means, standard deviations, t-values, and the significance of Christian theological pretest and the posttest</i>	96
Table 19 <i>Knowledge Construction: Means, standard deviations, t-values, and the significance of Christian theological pretest and the posttest</i>	97
Table 20 <i>Reading Motivation: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving the Concept-Oriented Reading Instruction</i> ...	98
Table 21 <i>Intrinsic Motivation: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction</i>	100
Table 22 <i>Self-Efficacy: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction</i>	101
Table 23 <i>Prosocial Interaction: Means, Standard Deviations, T-Values, and the Significance of Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction</i>	102
Table 24 <i>Avoidance: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction</i>	103
Table 25 <i>Perceived Difficulty: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction</i>	104
Table 26 <i>Antisocial Interaction: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction</i>	105



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LIST OF FIGURES

Figure 1 <i>Conceptual framework (Guthrie, Mason-Singh, et al., 2012)</i>	16
Figure 2 <i>Research Design</i>	47
Figure 3 <i>Research Procedure</i>	49
Figure 4 <i>Example of the Questionnaire Adaptation</i>	87



CHAPTER 1

INTRODUCTION

In chapter 1, the background of the study and the statement of the problem are provided. It begins with the reading comprehension and reading motivation of Christian theological students which needed to be concerned. Then it discussed that concept-oriented reading instruction could help enhance the students' reading comprehension and reading motivation with its recent model of instruction. Finally, the research questions, the objectives of the study, the statement of hypotheses, the definitions of the terms, the scope of the study, the significance of the study, and the conceptual framework are presented.

1.1 Background of the Study

Like other fields of education, Christian theology is one of the educational areas that have long been developed in the western educations and spread throughout the world along with missionaries' evangelization, started from the time of colonization until the present time of the globalization. As most missionaries used English as a medium, Christian theological English has penetrated from the west to the east and all over the world (Moffett, 2005).

Christian theological students in Thailand are a fruit of the earlier Christian evangelization through the missionaries who first introduced English into the country.

They are a leading group of Thai Christian believers who made their own decision to dedicate their life to serve God. With a particular goal of education, work, and life, most of them choose to prepare their life in a theological college where they study the Bible, theology, Christian education and church ministry.

The Bangkok Institute of Theology, the Christian University of Thailand, the only one Bible college in Bangkok acknowledged by Thai government, provides a Christian theological curriculum for the Thai Christian theological undergraduate students. Prior to the admission to the Bangkok Institute of Theology, the theological students are required to be Christian leaders or faithful believers, confirmed by at-least-two-year baptism and church leaders' recommendation with church leadership experiences.

The bachelor students in different years belong to different levels of theological knowledge and of English skills. In the first year, the students are regarded as the beginners, who mainly study introductory theological courses and English remedial and foundation courses. In the upper levels of the second and third years, the students accumulate and acquire more knowledge and skills upon their first year foundations by reading and searching information. English courses are in intermediate and advance levels, with focus on reading and writing skills. In the highest level of the fourth year, the students are highly prepared and prospected for

church ministry after graduation, without any English courses. So they spend most of the time practicing leading congregations, preaching sermons, and doing ministries.

In theological study life, the students have to read piles of theological literature besides the Bible itself (Devadason, 1997). The majority of theological textbooks, articles, journals, and commentaries in the world are written in English (Pierson, Dickerson, & Scott, 2010), whereas the number of theological literature in Thai is inadequate (Boonyakiat & Churnai, 2012 as cited in Imsuwan, 2012). As a result, most Thai theological students in Bangkok Institute of Theology have acquired theological knowledge through Thai as a medium so their theological knowledge is very limited. Therefore, English ability, especially reading comprehension, is concerned as an important role to help the students to attain theological knowledge notably.

1.2 Statement of the Problem

The statement of the problem of this research was concerned of following topics: namely the reading comprehension, the reading motivation, and the reading instruction.

Overall English proficiency of the Christian theological students of Bangkok Institute of Theology has been apparently low throughout the years. According to

the needs survey of a term project of 2725706 English for Workplaces, Faculty of Education, Chulalongkorn University, by Kiriratnitikul (2013), 72.46% of the students had received GPA 2.0 or lower in English subjects before attending the college, due to poor English background and life in remote areas. As a result, the Christian theological students with such levels of English proficiency have struggled much to fill the wide gap of theological knowledge.

According to the English Department at Bangkok Institute of Theology, there were some evidences concerning the students' problem in English reading comprehension. Most theological professors of Bangkok Institute of Theology gave informal reports to the English department that the students had insufficient English reading proficiency to comprehend English theological textbooks in acquiring in-depth theological concepts. Moreover, the students' written reports in theological subjects revealed in the reference that the students had read few or none of English theological textbooks. From English teacher' informal interview with the students, most of the students confessed that they understood very little when reading English theological textbooks even they were assigned to do for the grades. In brief, the majority of undergraduate students could not sufficiently acquire theological knowledge through English theological textbooks or articles due to their low proficiency in reading comprehension.

Besides, the undergraduate students also expressed their lack of intrinsic motivation and of self-efficacy in English reading because only a few theological students enjoyed reading and wanted to achieve and improve reading skills (Kiriratnitikul, 2013). According to Guthrie, Meter, McCann, and Wigfield (1996), students with intrinsic motivation are interested in what they are reading and enjoy finding the meanings for themselves. To conclude, apart from the low reading comprehension, the problem of the Christian theological students was also found in their low reading motivation concurrently.

Focusing on Christian theological English instruction, previous studies concerning teaching Christian theological English reading were rare. Devadason (1997) recently proposed cognitively task-based and discourse analysis techniques in her “doing” reading in english, Vol.1” for the Indian ESL students of the Bible and theology. Pierson et al. (2010) also proposed general reading strategies, vocabulary strategies, and grammar and sentence structures. Yet none of Christian theological English reading instruction appeared to enhance the reading comprehension and the reading motivation.

In regard of the aforementioned problems in reading comprehension and reading motivation of the students, several studies fortunately revealed that concept-oriented reading instruction could help improve the students’ reading

motivation and comprehension simultaneously. Therefore, concept-oriented reading instruction was then considered to be the effective reading instruction to help the Christian theological student to improve these two weaknesses.

There were some research in Thailand relating to English reading instruction employing the CORI framework of 1996 (Aksornkarn, 2010; Rojanapong, 2011; Worakitsawat, 2007) conducted with reading comprehension ability and reading motivation of eight grade students (Aksornkarn, 2010; Worakitsawat, 2007) and with English reading outcomes of police cadets (Rojanapong, 2011). Yet, none used the CORI framework of 2012, nor were conducted with undergraduate students of Christian theology.

Therefore, this study aimed to improve the Christian theological English reading by using the concept-oriented reading instruction to enhance the English reading comprehension and the reading motivation of undergraduate students at the Bangkok Institute of Theology.

1.3 Research Questions

The research questions of this study were proposed as follows:

1.3.1 To what extent does concept-oriented reading instruction improve the reading comprehension of the undergraduates at the Bangkok Institute of Theology?

1.3.2 To what extent does concept-oriented reading instruction increase the reading motivation of the undergraduates at the Bangkok Institute of Theology?

1.4 Objectives of the Study

This study aimed:

1.4.1 To investigate the effects of concept-oriented reading instruction on the reading comprehension of the undergraduates at the Bangkok Institute of Theology

1.4.2 To investigate the effects of concept-oriented reading instruction on the reading motivation of the undergraduates at the Bangkok Institute of Theology

1.5 Statement of Hypotheses

The hypotheses of this study were as followed:

1.5.1 The posttest mean scores of Christian theological reading comprehension of the undergraduates at the Bangkok Institute of Theology are higher than the pretest mean scores at the significance level of 0.05.

1.5.2 The posttest mean scores of reading motivation of the undergraduates at the Bangkok Institute of Theology are higher than the pretest mean scores at the significance level of 0.05.

1.6 Definitions of Terms

1.6.1 Concept-oriented reading instruction

Concept-oriented reading instruction (CORI) used in Christian theological reading was adapted from the CORI framework in 2012 (Guthrie, Mason-Singh, & Coddington, 2012). The overall framework consisted of three main components: (1) Christian theological topics, (2) reading strategies, and (3) motivation practices. Each component included six subcomponents along six weeks. Each week, all three components were integrated in a teaching procedure divided into Pre-reading, While reading, and Post reading.

In Pre-reading, the instruction began with text selection, a word study method, and a conceptual learning with the Christian theological question topics.

In While reading, the students were taught with motivation support and reading strategy.

In Post-reading, the students will process their higher order thinking from all reading instruction process.

The whole concept-oriented reading instruction was complete when all the subcomponents were instructed from the overall CORI framework.

1.6.2 Christian theological English

Christian Theological English was English with theological content. In this study, Christian theological English was English language containing Christian theological concepts of the Bible, the Old Testament, and the New Testament.

1.6.3 Christian theological English reading

Christian Theological English Reading was a skill in reading Christian theological English.

1.6.4 Christian theological English reading using CORI

The Christian theological English reading using CORI was a classroom reading instruction, in which the researcher applied the CORI framework of 2012.

1.6.5 Reading comprehension

Reading comprehension is the understanding of information text which contains more technical and academic vocabulary. There were three levels of comprehension to be assessed: (1) literal text comprehension (2) inferencing and (3) knowledge construction.

1.6.5.1 Literal text comprehension (Klauda & Guthrie, 2012, p. 107)

Literal text comprehension refers to the lowest-order components of text comprehension by extracting the meaning from the smallest parts of the text. Readers who literally comprehend phrase and sentence units are able to reproduce the information in similar words, or to represent the information in developed ways.

1.6.5.2 Inferencing (Klauda & Guthrie, 2012, p. 107)

Inferencing is the higher-order components of comprehension of simple passage, that reflects the ability to identify how sentence connectors (such as so, but, because, therefore) link particular parts of simple passages. Readers with inferencing are also able to form the small parts of texts, or to identify the organization of the overall text.

1.6.5.3 Knowledge construction (Klauda & Guthrie, 2012, p. 107)

Knowledge construction is the highest-order components of comprehension, which is the ultimate goal of information text comprehension. The reader is able to construct the situation model by integrating the text with their prior knowledge, experiences, and goals. They can develop the meaning from different parts of the text, to connect the information in text with their background knowledge, and/or to construct new knowledge or understanding from the text.

1.6.6 Reading motivation

Reading motivation is a motivation for reading. The reading motivation was divided into (1) affirming motivations including: intrinsic motivation, self-efficacy, and prosocial interaction and (2) undermining motivations including: avoidance, perceived difficulty, and antisocial interaction.

1.6.6.1 Affirming motivations

Affirming motivations are the motivation that increase students' engagement in reading. The affirming motivations of this study include intrinsic motivation, self-efficacy, and prosocial interaction.

1.6.6.1.1 Intrinsic motivation

Intrinsic motivation for reading was reading information texts for one's own interest or enjoyment for a given task or topic. It includes affective and cognitive processes, which play an important role in reading engagement.

1.6.6.1.2 Self-efficacy

Self-efficacy is the students' confidence in reading the information text, and has been the most significant affirming motivation construct over a couple of decades. It could be developed by social and school environment.

1.6.6.1.3 Prosocial interaction

Prosocial interaction is positive reading interaction toward friends or classmates in classroom context. It includes the actions in sharing opinions about reading, showing interest in classmates' and friends' reading, and offering helps to classmates and friends with reading

1.6.6.2 Undermining motivations

Undermining motivations are the motivations that decrease students' engagement in reading. The undermining motivations of this studies include avoidance, perceived difficulty, and antisocial interaction.

1.6.6.2.1 Avoidance

Avoidance in reading is the desire or attempt to read as little as possible. It was negatively related to affirming motivations, especially believe for success (or self-efficacy) and intrinsic motivation and to reading achievement.

1.6.6.2.2 Perceived difficulty

Perceived difficulty is perceptions of how hard different tasks are. Perceived difficulty has a negative relationship with self-efficacy and reading achievement.

1.6.6.2.3 Antisocial interaction

Antisocial interaction refers to the attempts to avoid helping and/or interacting with other students. It revealed in desires and behaviors in making fun of classmates' and friends' opinions about reading, in disrespecting other students' and friends' opinions about reading, and in convincing classmates and friends that reading is a waste of time.

1.7 Scope of the Study

1.7.1 The population of this study was the bachelor students of Bangkok Institute of Theology of the academic year 2014.

1.7.2 The independent variable was the Christian theological English reading course using concept-Oriented Reading Instruction.

1.7.3 The dependent variables were English reading comprehension and reading motivation.

1.8 Significance of the Study

Throughout decades, concept-oriented instruction was researched for improving American young students' English reading in the science subjects and language arts. The research of concept-oriented reading instruction investigated

different components of reading especially reading comprehension and reading motivation. In the beginning, its target groups were elementary students in general. Recently in 2012, concept-oriented reading instruction framework aimed to improve reading motivation of the grade 7 students. As so, the usefulness of this latest concept-oriented reading instruction was concerned and applied it with the Christian theological undergraduates at Bangkok Institute of Theology, in order to improve their reading motivation and reading comprehension.

In the field of Christian theological English instruction, previous studies concerning teaching Christian theological English reading were really rare. Even though Christian English reading instructions were found using Christian theological contents, none aimed to enhance the reading comprehension and the reading motivation, by using concept-oriented reading instruction (Devadason, 1997; Pierson et al., 2010).

Regarding the research using concept-oriented reading instruction in Thailand, there were just few. All Thai researchers of CORI employed the CORI instruction model of 1997, which proposed four phases of the reading instruction. None of them were using the latest concept-oriented reading instruction of 2012, which proposed three main components of reading instruction: topics, reading

strategies, and motivation practices. Nor were they conducted with university-level students and with theological contents. Therefore, there came a time to conduct the research to investigate the effects of Christian theological English reading using concept-oriented reading instruction to enhance reading comprehension and reading motivation of undergraduate students.

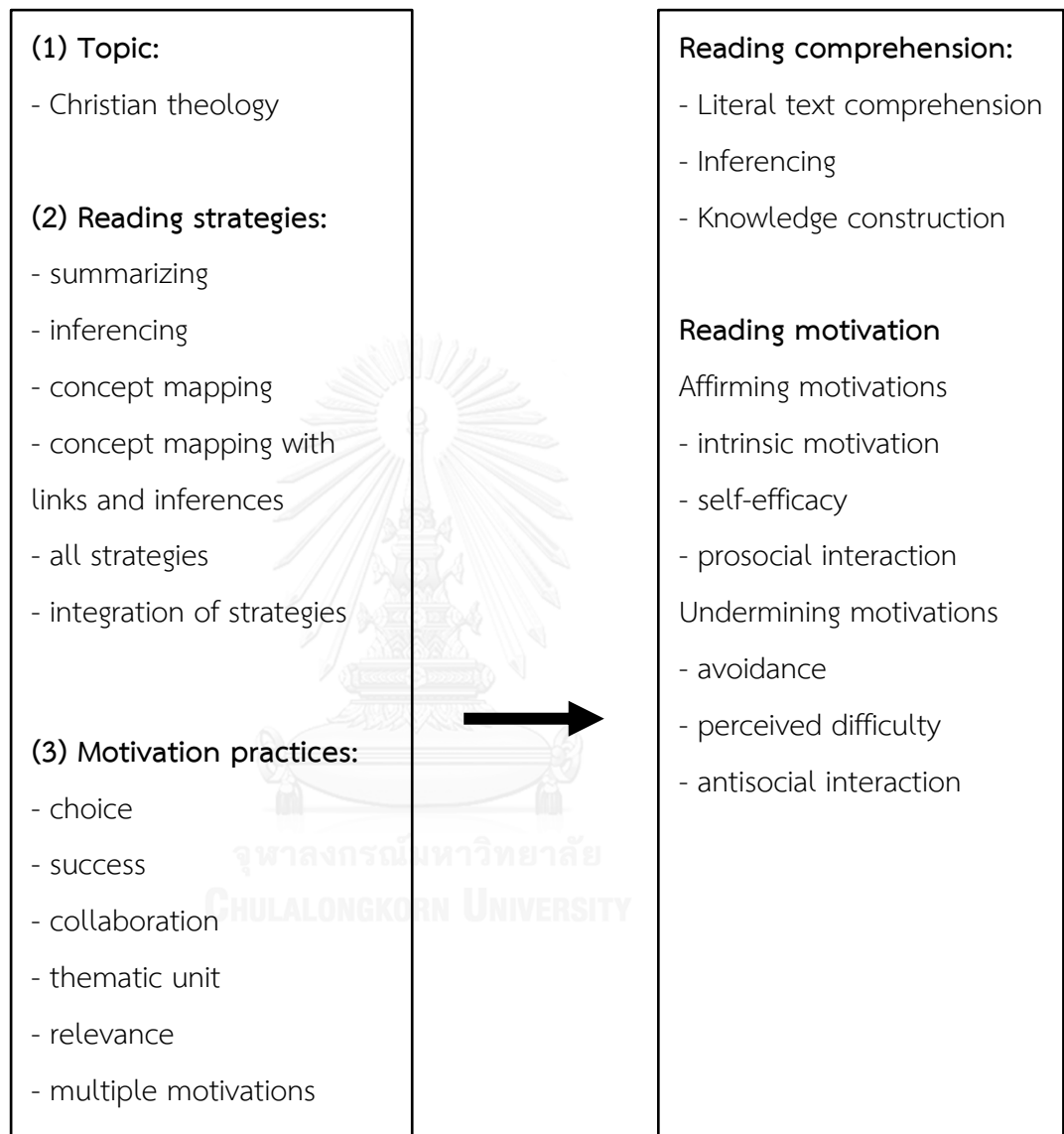
1.9 Conceptual Framework

The conceptual framework of this study is illustrated in Figure 1.



Figure 1

Conceptual framework (Adapted from Guthrie, Mason-Singh, et al., 2012)



1.10 Outline of the Study

This thesis contains five chapters:

Chapter I starts with the introduction providing the background of the study.

The statement of the problem, research questions, objectives, hypotheses follow.

The scope of the study, definitions of terms, and the significance of the study are also included.

Chapter II presents the review of literature which is relevant to the study. It includes reading motivation, reading engagement, reading comprehension, and concept-oriented reading instruction. Christian theological reading using concept-oriented reading instruction is finally constructed in this chapter.

Chapter III involves the research methodology of this study. It includes the research design, population and participants, research procedure, and research instruments. It finally reveals the data collection and data analysis.

Chapter IV shows the results of the study based on the research questions.

Chapter V summarizes the study, discusses the findings, suggests pedagogical implication, and recommends for teachers, students, and researchers.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter presents the review of literature which is relevant to the study. It began with reading comprehension and reading motivation, which are the dependent variables. Then, the development of the concept-oriented reading instruction and CORI framework of 2012 were explored and explained. Lastly, Christian theological reading using concept-oriented reading instruction is finally constructed.

2.1 Reading Comprehension

2.1.1 Definitions

Klauda, Wigfield, and Cambria (2012) briefly suggested that reading comprehension is an interactive process between a reader and a text, leading to a representation of what a text says, and to the development of a structured knowledge network. *Reading comprehension of information text is interaction with text cognitively and affectively* (Klauda & Guthrie, 2012, p. 106). It is to build a structure of knowledge from the information in the text, fused with the reader's prior knowledge and experiences related to the text topic. To build such knowledge, readers must recognize the main concept and subconcepts of the text, identify supporting facts for the subconcepts, and connect the main concept, subconcepts, to background knowledge related to the text.

2.1.2 Levels of comprehension

Kintsch's cognitive model of comprehension was called 'construction-integration model', which included three levels of comprehension. In the first level, readers decode processes leading to representation of the text's idea units or propositions. In this level, the readers focus on the reading fluency and literal comprehension of the phrases or sentence units. In the second level of comprehension, readers use cohesion marker and to make inferencing of propositions to form the text microstructures and macrostructures. In the third level, readers construct a situation model by integrating the textbase with their prior knowledge, experiences, and goals. The situation model may include imagery and emotions, as well as propositions. Such a knowledge network is viewed as the ultimate goal of information text comprehension (Kintsch, 1998; Kintsch & Kintsch, 2005, as cited in Klauda & Guthrie, 2012).

Aligned with Kintsch's construction-integration model of comprehension, CORI constructed 'hierarchical-cognitive model', which includes three levels of comprehension. The first lower-order comprehension termed *literal text comprehension* refers to the propositional processes, which processed individual text proposition. The second higher-order comprehension termed *inferencing* refers to structural processes, which is global comprehension of relatively simple passages.

This structural processes focus on inferencing to connect text propositions with each other and with background knowledge. The third highest-order of comprehension termed *knowledge construction* refers to integrative process, dealing with multiple propositions of conceptually dense passages. This integrative process requires knowledge network formation, based on integrating, summarizing, and reasoning (Klauda & Guthrie, 2012).

The alignment of Kintsch's construction-integration model of reading comprehension with the hierarchical-cognitive model of information text comprehension is illustrated in Table 1.

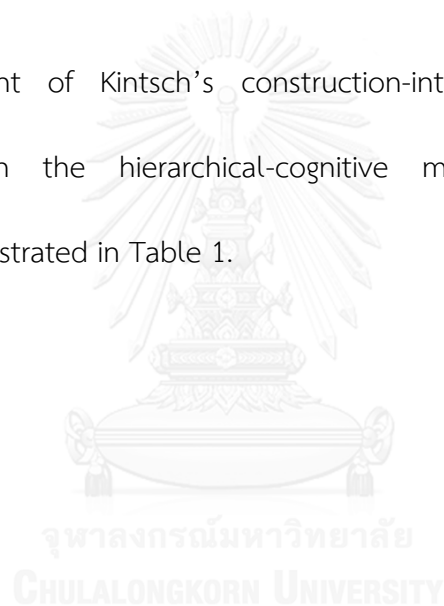


Table 1

The Alignment of Kintsch's Construction-Integration Model of Reading Comprehension with the Hierarchical-Cognitive Model of Information Text Comprehension (Klauda & Guthrie, 2012, p. 108)

Construction-integration model (Kintsch, 1998; Kintsch & Kintsch, 2005)	Hierarchical-cognitive model
Decoding processes ⇒ representation of text propositions	<i>Propositional processes</i> Reading fluency Literal comprehension of individual propositions
Textbase (microstructure and macrostructure)	<i>Structural processes</i> Inferencing to connect text propositions with each other and background knowledge Global comprehension of relatively simple passages
Situation model	<i>Integrative process</i> Knowledge network formation, based on integrating, summarizing, and reasoning with multiple propositions of conceptually dense passages

2.1.3 Reading comprehension text

In this study, reading comprehension is to comprehend when reading information text. Information text usually contains more difficult vocabulary and focuses on unfamiliar or impersonal topics. Reader faces greater difficulty in reading information text, which appears in a various of forms, such as textbooks, newspaper

articles, instructions, scientific journal articles, Web sites, etc. To be skillful in reading comprehension of information text, readers are required to know different processing strategies and how to use them effectively (Lorch & van den Broek, 1997, as cited in Klauda & Guthrie, 2012).

Nevertheless, several studies have revealed that students who are motivated to read and engage frequently in reading activities have better reading comprehension skills and achieve at higher levels in reading (see Guthrie & Wigfield, 2000; Wigfield & Guthrie, 2010 as cited in Wigfield, Cambria, & Ho, 2012). Also, Guthrie, McRae, and Klauda (2007) believed in the interconnection between cognitive process and motivation in reading. The relationship of reading comprehension with motivation was also found substantially correlated (Guthrie, Klauda, & Morrison, 2012). Therefore, in leading to the reading achievement, reading comprehension must be cooperative with reading motivation.

2.2 Reading Motivation

2.2.1 Definitions

Motivations have been studied in different areas of achievement. This study was concerned of the motivation for the area of reading. Yet, motivation for reading also varies across different kinds of reading. With different kinds of reading, the

motivations turns out in numbers of ways. This study, therefore, pays attention to the school reading, or the reading of information text specifically.

“Reading motivation is the individual’s personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading” (Guthrie & Wigfield, 2000, p. 405, as cited in Wigfield et al., 2012). It is important for long-term behaviors, especially that which requires cognitive processes.

Reading motivation is crucial for reading engagement, where motivational processes and cognitive strategies are simultaneously occurring (Guthrie, Wigfield, & Von, 2000; Wigfield et al., 2012). When readers are engaged in reading, they are cognitively motivated in using strategies to link their background knowledge with text information. The engaged reader are motivated to read, strategic to comprehend what they read, knowledgeable to construct meaning from text, and socially interactive to read (Guthrie et al., 1996; Guthrie, Wigfield, & Perencevich, 2004; Guthrie et al., 2000; Wigfield et al., 2012).

CORI reading motivations includes the affirming and undermining motivations, which refer to the positive and the negative drivers of reading activities and achievement (Guthrie, Wigfield, & Klauda, 2012). The first set is affirming because each motivation is positively associated with reading achievement. The second set is

undermining because the motivations are negatively associated with reading achievement (Guthrie, Klauda, et al., 2012).

2.2.2 Affirming Motivations

Regarding affirming motivations, Guthrie, Klauda, et al. (2012) referred to four motivations, which included intrinsic motivation, valuing, self-efficacy, and peer acceptance. These affirming set was consistent with Wigfield et al. (2012), Guthrie, Mason-Singh, et al. (2012), Guthrie and McRae (2012), and Klauda et al. (2012). Nevertheless, Coddington (2009) created Adolescent Motivations for School Reading questionnaire (AMSR) and concisely proposed only three constructs of affirming motivations, which included intrinsic motivation, self-efficacy, prosocial interactions (Guthrie et al., 2007). Despite the Coddington's affirming motivation set seemed different from other CORI researchers in terms of the numbers and the names, it still covered all affirming motivations by combining valuing with intrinsic motivation, and renew peer acceptance with prosocial interactions. Consequently and applicably, Coddington's sets were found more concise to be employed in treatments with its measurable AMSR questionnaire. Therefore, Coddington's constructs were chosen to apply in this study and elicited as follows.

2.2.2.1 Intrinsic motivation

Intrinsic motivation for reading refers to *reading for enjoyment or interest for a given task or topic*. It closely related to interest, which was *the relations between the individual and an activity (or activities) in a given area*. Intrinsic motivation and interest also include affective and cognitive processes, which play an important role in individuals' engagement in activities. Intrinsic motivation has a positive relationship with self-efficacy and prosocial interactions, but a negative relationship with avoidance. Most importantly, intrinsic motivation was also found a strong positive relationship with reading comprehension (Ryan & Deci, 2000; Deci, 1992, 1998; Renninger & Hidi, 2002; Wigfield & Cambria, 2010; Schiefele, 2009; Renninger and Hidi, 2002, Coddington, 2009, Baker & Wigfield, 1999; Wigfield & Guthrie, Wigfield et al., 2012).

2.2.2.2 Self-efficacy

According to Bandura, self-efficacy is *individuals' confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task* (Bandura, 1977, as cited in Wigfield et al., 2012, p. 61). Self-efficacy in this study was, therefore, the students' confidence in reading the information text, and has

been the most significant affirming motivation construct over a couple of decades (Schunk & Pajares, 2009, as cited in Wigfield et al., 2012).

Bandura (1977) proposed four things that affected self-efficacy: (a) previous performance, (b) vicarious learning, (c) verbal encouragement by others and (d) one's physiological reactions. Of these four, Bandura believed in previous performance as the strongest influence of self-efficacy. In conclusion of Bandura (1997) and Schunk and Pajares (2009), self-efficacy could be developed by social and school environment. The researchers also found that self-efficacy positively relates to intrinsic motivation, social motivation and reading comprehension, but negatively relates to reading avoidance (Wigfield et al., 2012).

2.2.2.3 Prosocial interaction

According to activity theory and sociocognitive motivation theory (Scribner & Cole, 1999; and Bandura, 1986 as cited in Wigfield et al., 2012), students are sensitive to the behaviors of significant others. Due to social awareness, students tend to behave in the same way of those who are expert in their community.

Prosocial interaction was, therefore, the positive reading interaction toward people in the students' society, which refer to friends or classmates in classroom context. Including desires and behaviors, these interactions were assimilated in

sharing opinions about reading, showing interest in classmates' and friends' reading, and helping or offering helps to classmates and friends with reading (Coddington, 2009). Peer acceptance was also included in prosocial interaction.

2.2.3 Undermining Motivations

Concerning undermining motivations, several studies of CORI suggested four forms, including avoidance motivation, devaluing, perceived difficulty, and peer rejection (Guthrie, Klauda, et al., 2012; Guthrie, Mason-Singh, et al., 2012; Guthrie & McRae, 2012; Klauda et al., 2012; Wigfield et al., 2012). However, Coddington (2009) concisely proposed three constructs of undermining motivations, which included avoidance, perceived difficulty, antisocial interactions. This research chose to employ these three undermining constructs due to its applicable AMSR questionnaire. The three undermining constructs are elicited as followed.

2.2.3.1 Avoidance

Avoidance was considered as *a desire to avoid a task completely or to perform it as little as possible* (Meece & Miller, 2001; Nicholls, Cheung, Lauer & Patashnick, 1989, as cited in Wigfield et al., 2012). Whereas, Wigfield and Guthrie (1997, as cited in Wigfield et al., 2012) defined reading work avoidance as *the desire to avoid reading activities and to attempt to do as little work as possible*. In

conclusion, reading avoidance was therefore the desire or attempt to read as little as possible.

In several studies, avoidance was negatively related to affirming motivations, especially believe for success (or self-efficacy) and intrinsic motivation and to reading achievement (Wigfield & Guthrie, 1997; Nicholls et al., 1990; Baker and Wigfield, 1999; Bokhorst-Heng & Pereira, 2008; Coddington, 2009, as cited in Wigfield et al., 2012).

According to Guthrie, Coddington, and Wigfield (2009, as cited in Wigfield et al., 2012), four theoretically-based reading profiles of students were created as follows. Avid was high on intrinsic motivation, low on avoidance, averse was low on intrinsic motivation, high on avoidance, apathetic was low on intrinsic motivation and avoidance, and ambivalent high or low on both constructs based on the type of reading.

2.2.3.2 Perceived difficulty

Perceived difficulty was perceptions of how hard different tasks are. According to Nicholls (1980) and Nicholls and Miller (1984, as cited in Wigfield et al., 2012), there were two different levels of perceived difficulty: objective difficulty and normative difficulty. Objective difficulty was judgment on difficulty based on the task or activity, for instance, related to the number of pages, or type of books. Normative

difficulty was based on objective difficulty, together with the sense of performance norms. The students with normative difficulty view that some hard tasks could be accomplished by only few competent students. Perceived difficulty has a negative relationship with self-efficacy and reading achievement (Wigfield et al., 2012).

2.2.3.3 Antisocial interaction

In opposite of prosocial interaction, antisocial interaction referred to the attempts to avoid helping and/or interacting with other students. It revealed in desires and behaviors in making fun of classmates' and friends' opinions about reading, in disrespecting other students' and friends' opinions about reading, and in convincing classmates and friends that reading is a waste of time. Antisocial interaction negatively associated with prosocial interaction and reading achievement (Coddington, 2009). Peer rejection was counted in this construct.

Some research about CORI revealed that reading engagement and reading motivation played an important role to the improvement of reading comprehension skills (Baker & Wigfield, 1999; Guthrie, Wigfield, Metsala, & Cox, 1999, as cited in Kluda et al., 2012). CORI researchers have investigated and developed its reading instruction throughout the years. Therefore, as the reading instruction of this research

was based on several studies of CORI, the development and the improvement of CORI are clarified and illustrated in the following topic.

2.3 Development of Concept-Oriented Reading Instruction

Concept-Oriented Reading Instruction (CORI) was initially researched in 1996 and constructed in a research titled “Growth of literacy engagement: Changes in motivations and strategies during concept-oriented reading instruction”, based on the investigation of the construct of reading engagement of the third and fifth grade students (Guthrie et al., 1996). The CORI instructional model of 1996 aimed to enhance reading engagement, and combined motivations and strategies during reading. Its well-known framework consisting of four phases: (a) observe and personalize; (b) search and retrieve; (c) comprehend and integrate; and (d) communicate to others, as shown in Table 2.

Table 2

CORI Instructional Model of 1996 (Guthrie et al., 1996)

Four Phases
Phase 1: observe and personalize
Phase 2: search and retrieve
Phase 3: comprehend and integrate
Phase 4: communicate to others

Previous research in Thailand relating to concept-oriented reading instruction all employed this model (Aksornkarn, 2010; Rojanapong, 2011; Worakitsawat, 2007). However, this study did not provide a componential analysis which Guthrie believed important. It neither identified which dimensions were more or less influential in promoting engagement, nor described all important aspects of literacy engagement (Guthrie et al., 1996).

In 2004, Guthrie et al. (2004) began to separate motivation and cognitive support more explicitly, yet in combination, in order to increase reading comprehension and reading engagement among young learners. Concept-Oriented Reading Instruction (CORI) model of 2004 utilized five motivational practices, integrated with six cognitive strategies for reading comprehension. The multiple reading strategies included (a) activating background knowledge, (b) questioning, (c) searching for information, (d) summarizing, (e) organizing graphically, and (f) identifying story structure. Concurrently, the multiple motivational practices consisted of (a) using content goals in reading instruction, (b) providing hands-on activities, (c) affording students choice, (d) using interesting texts, and (e) promoting collaboration in reading instruction. The entire framework, consisting reading strategies and motivation practices, is presented in Table 3.

Table 3

CORI Instructional Model of 2004 (Guthrie et al., 2004)

Reading strategies	Motivational practices
(a) activating background knowledge	(a) using content goals
(b) questioning	(b) providing hands-on activities
(c) searching for information	(c) affording students choice
(d) summarizing	(d) using interesting texts
(e) organizing graphically	(e) promoting collaboration
(f) identifying story structure	

Later in 2007, Guthrie et al. (2007) developed a reading instructional model for children in the later elementary grades, aiming to enhance reading engagement. Here, the researchers still believed that the instructional practice should contain a motivational and a cognitive aspects, and both were interconnected. Any single aspect could only drive the reading engagement to failure. The five instructional practices included (a) relevance—to foster intrinsic motivation, (b) choice—to increase perceived autonomy, (c) success—to build self-efficacy, (d) collaborative structures—to enhance social motivation, and (e) thematic units—to improve thematic unit (See Appendix A, p. 137). Meanwhile, the cognitive practices consisted

of explicit reading strategy instruction, including (a) activating background knowledge, (b) questioning, (c) summarizing, (d) organizing graphically, and (e) learning story structures. The CORI instructional model of 2007 was shown in Table 4.

Table 4

CORI Instructional Model of 2007 (Guthrie et al., 2007)

Reading strategies	Motivational practices
(a) activating background knowledge	(a) relevance
(b) questioning	(b) choice
(c) summarizing	(c) success
(d) organizing graphically	(d) collaborative structures
(e) learning story structures	(e) thematic units

In 2012, Guthrie, Mason-Singh, et al. (2012) accomplished a recent model of reading instruction and published a research titled “Instructional Effects of Concept-Oriented Reading Instruction on Motivation for Reading Information text in Middle School”. They proposed an overall framework, consisted of the reading strategies and the motivation practices, as presented in Table 5.

Table 5

CORI Instructional Model of 2012 (Guthrie, Mason-Singh, et al., 2012)

Reading strategies	Motivational practices
(2.1) inferencing	(3.1) success
(2.2) summarizing	(3.2) choice
(2.3) concept mapping	(3.3) collaboration
(2.4) concept mapping with links and inferences	(3.4) thematic unit
(2.5) all strategies	(3.5) relevance
(2.6) integration of strategies in a poster	(3.6) multiple motivations

Besides, the overall framework was established along six-week scope and sequence with the theme 'Ecology', as displayed in Table 6.

Table 6

The Original CORI Scope and Sequence of 2012 with Ecology Theme (Guthrie, Mason-Singh, & Coddington, 2012, p.171)

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science Topic	Animal Survival in Eco-systems	Plant Survival in Ecosystems	Plant and animal interdependencies: Food chains and webs	Symbiosis: Mutualisms	Symbiosis: Parasitisms	Diversity of Life
Strategy Instruction	Inferencing	Summarizing	Concept Mapping	Concept Mapping with links and inferences	Strategy Review: Inferencing, Summarizing, Concept Mapping	Integration of Strategies
Motivation	Success	Choice	Collaboration	Thematic unit	Relevance	Multiple Motivations

As concept-oriented reading instruction has been developed through the years, the development of concept-oriented reading instruction models was explicitly shown in Table 7.

Table 7

Development of Concept-Oriented Reading Instruction from 1996-2012

	1996	2004	2007	2012
	Elementary (Grade 3-5)	Elementary (Grade 3-5)	Elementary (Grade 3-5)	Middle school (grade 7)
4 Phases:	5 Reading strategies:	5 Motivation practices:	5 Reading strategies:	5 Motivation practices:
(a) observe and personalize	(a) activating background knowledge	(a) using content goals	(a) activating background knowledge	(a) success
(b) search and retrieve	(b) questioning	(b) providing hands- on activities	(b) questioning	(b) choice
(c) comprehend and integrate	(c) searching for information	(c) affording students choice	(c) summarizing	(c) concept mapping
(d) communicate to others	(d) summarizing	(d) using interesting texts	(d) organizing graphically	(d) thematic unit
	(e) organizing graphically	(e) promoting collaboration	(e) learning story structures	(e) relevance
	(f) identifying story structure		(f) all strategies (f) integration of strategies in a poster	(f) multiple motivations
			6 Reading strategies:	6 Motivation practices:
			(a) inferencing	(a) success
			(b) summarizing	(b) choice
			(c) concept mapping	(c) collaboration
			(d) concept mapping with links and inferences	(d) thematic unit
			(e) all strategies	(e) relevance
			(f) integration of strategies in a poster	(f) multiple motivations

2.4 The CORI 2012 Framework

Regarding CORI 2012 framework (Guthrie, Mason-Singh, et al., 2012), three main components of reading instruction were emphasized: 2.4.1 topics, 2.4.2 reading strategies, and 2.4.3 motivation practices. The details of each component are elicited here.

2.4.1 Topics

Topics are closely related thematic unit, which is the first principle of motivation for information text comprehension. This thematic unit is a conceptual topic, which is where CORI gets name. To accentuate the conceptual clarity of learning, students are given a big question for each week, as well as daily questions related to the week's big question. For Grade 7 CORI unit, the theme is Diversity of Plants and Animals in Community Interactions. The superordinate idea of the unit is symbiosis, including such forms as mutualism and parasitism.

2.4.2 Reading Strategies

Reading strategies are the cognitive strategies applied in the classroom to enhance students' comprehension. In CORI 2012, the reading strategies were inferencing, summarizing, concept mapping, concept mapping with links and

inferences, all strategies, and integration of strategies in a poster. The descriptions of each strategy were taken from Guthrie, Mason-Singh, et al. (2012) as followed:

2.4.2.1 Inferencing

Inferencing is a strategy when students are requested to draw inferences between pairs of sentences in paragraph level. For example, in a paragraph of seven sentences, students are able to construct at least 20 inferences. Successful inferencing enables students to contribute meanings to text, as well as draw understandings from it. Emphasis on inferencing significantly increased higher order reading comprehension.

2.4.2.2 Summarizing

Based on Brown and Day (1983, as cited Guthrie, Mason-Singh, et al., 2012), summarizing was a reading strategy when students are learning from a small paragraph, in identifying key words, locating supporting ideas, and deleting less important facts. Writing a composition of a summary was the common activity of summarizing. This strategy probably moved from single paragraphs, to pairs of paragraphs, to whole pages, and/or to whole sections of information text. Summarizing was the most effective strategy for lower-order comprehension skill.

2.4.2.3 Concept Mapping

Concept mapping is a strategy when students are taught to use the pyramid structure of information text. Then the pyramid displays a superordinate main idea, that is linked three to five concepts of examples or evidence. Thus, we matched the particular form of concept mapping to the knowledge structures contained in the students' books. Concept mapping was the only positive predictor of growth in knowledge construction.

2.4.2.4 Concept Mapping with Links and Inferences

Concept mapping with links and inferences is a strategy when students are expected to link idea units semantically and to add their own inferences to the concept map.

2.4.2.5 All Strategies

All inferencing, summarizing, and concept mapping were used for reading strategies.

2.4.2.6 Integration of Strategies in a Poster

The inferencing, summarizing, and concept mapping were integrated for reading strategies to complete a task in making a poster.

2.4.3 Motivation Practices

Motivation practice is the effort employed in the instruction to boost motivation in reading and reading engagement. In attempt to accomplish the goals, six motivation practices were provided and embedded in weekly instructions. They were success, choice, collaboration, thematic unit, relevance, and multiple motivations. The descriptions of each single motivation were taken from Guthrie, Mason-Singh, et al. (2012) as follows.

2.4.3.1 Success

Success refers to enabling students to perform highly in the reading tasks. It is as an instructional practice in CORI and as the most crucial ingredient for boosting engagement can be fostered by the following practices: providing texts that are readable; peer or teacher feedback regarding success; providing videos that support text comprehension; students' recognition of using reading strategies; students' recognition of their own content knowledge expertise, and setting realistic goals for task interaction with text.

2.4.3.2 Choice

Choice is providing students the opportunity to direct their own reading which increases the time spent and task success. Providing choice is a motivational support system in CORI that enables students to develop self-direction in the classroom. The

following practices of choices are provided: self-selection of books or sections of books; student input into topics or sequence of topics; student suggestions for strategy use for comprehension; options for demonstrating learning from text; and selecting partners for teams.

2.4.3.3 Collaboration

Collaboration is a process of socially interacting with classroom peers to derive and expand meaning from text. Collaboration is a central process in CORI. Teachers implementing collaboration are initiating the following practices: partner or small group reading; exchanging ideas and sharing expertise; student-led discussion groups and book talks; team projects such as a poster-making activity; and peer conferencing and student feedback.

2.4.3.4 Thematic Unit

Thematic unit is a set of big ideas, framed by the content questions to accentuate the conceptual clarity of learning. Thematic unit is a conceptual topic. To accentuate the conceptual clarity of learning, students are given a big question for each week, as well as daily questions related to the week's big question. To provide resources for literacy in this theme all books are unified around it for six weeks. All the texts are selected to be theme relevant.

2.4.3.5 Relevance

Relevance is enabling students to connect text to their personal life experience or knowledge. Relevance refers to linking books and reading activities to the students' personal experiences. These connections to "me" as a person are especially poignant for adolescents who are centered or think about who they are. Such links to self can be tied to long-term history, such as students' cultural experiences in their ethnic group, to a personal interest, or to a recent personal experience. In CORI for middle school students, videos related to the conceptual theme and a paragraph of relevant text were provided. Reading information text is made relevant by connecting it to a vivid personal encounter with the phenomenon through video. The color, audio effects, and drama rivet the students' attention and arouse their interest. Asking students to perform the processes with the video and with the text brings a linkage not only in content, but in the process of learning across the media. Thus, the relevance is formed through the immediacy of experience with video and text. It is a relevance situated in a disciplinary domain and information texts on the subject matter. This level of relevance is effective as a starting point for learning the relevance of other texts on other topics in the future.

2.4.3.6 Multiple Motivations

Multiple motivations were more than one motivation practices which teachers employ in classroom, in order to motivate students to read.

In this study, these motivation practices aimed to increase the affirming motivations including intrinsic motivation, self-efficacy, and prosocial action, and to decrease the undermining motivations including avoidance, perceived difficulty, antisocial interaction (Coddington, 2009).

2.5 Christian Theological English Reading Using Concept-Oriented Reading

Instruction

As aforementioned, Christian theological students were usually expected to read a staggering amount of academic literature; from reading The Bible in English, in their mother tongue, or even in the original Hebrew, Greek, and other ancient languages, to massive commentaries and dictionaries in fine print, to critical works by theologians, newsletters, journal, book-reviews (Devadason, 1997). In Thailand, students with English reading comprehension skill can gain deeper understanding from the Bible and theological texts because the number of Christian theological reading materials in Thai is inadequate (Boonyakiat & Churnai, 2012 as cited in Imsuwan, 2012). However, previous studies concerning teaching English to the theological students are very few.

Pierson et al. (2010) proposed 'English for Bible and Theology' and came up with 'Exploring Theological English' for the English class in Sweden as ESL context. Devadason recently published "doing" reading in english, Vol.1" for the Indian ESL students of the Bible and theology. Regarding the methods of reading instruction, Pierson proposed reading strategies, vocabulary strategies and grammar, and sentence structure, whereas Devadason (1997) proposed task-based and discourse analysis techniques. Yet, none of Christian theological English reading instruction aimed to enhance the integrative models of reading comprehension and the reading motivation by using concept-oriented reading instruction.

There was also some research aiming to teach English to theological students in Thailand. One research was conducted with the speaking and listening skills by Poonsakvorasan (2006). The other research was experimented with listening skills by Imsuwan (2012). So far, none of the studies using CORI were conducted to enhance reading comprehension and motivation of the Thai theological students.

Furthermore, the research that used CORI was still rare in Thailand. All research relating to CORI employed the four-phased model of 1996 (Aksornkarn, 2010; Rojanapong, 2011; Worakitsawat, 2007). None were found using CORI of 2012 and investigating the reading comprehension and reading motivation of the university level in Christian theological field.

Therefore, this research was conducted to develop of the Christian theological English reading course using the concept-oriented reading instruction in order to enhance the English reading comprehension and motivation of the Bangkok Institute of bachelor students of Bible and theology.

2.6 Summary

This chapter began to review the literature concerning reading comprehension, which was an interactive process between a reader and a text, leading to a representation of what a text says, and to the development of a structured knowledge network. Then, the reading motivation was personal goals, values, and beliefs concerning the topics, processes, and reading outcomes. Aiming to enhance reading comprehension and reading motivation, the concept-oriented reading instruction developed from instructional phases in 1996 to the componential framework in 2012. Finally, Christian theological reading using concept-oriented reading instruction was constructed based on the CORI framework of 2012.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides the research methodology in order to examine the effects of Christian theological English reading using concept-oriented reading instruction on reading comprehension and reading motivation of undergraduate students. The following topics are included: research design, population and participants, research procedure, instruments, data collections, and data analysis.

3.1 Research Design

The research design employed a single group design, using both the quantitative and the qualitative research methods. The independent variable referred to the Christian theological English reading course using concept-oriented reading instruction of 2012. The dependent variables referred to the reading comprehension and the reading motivation of the students. The pre-test and post-test scores of the reading comprehension test and the reading motivation questionnaires were analyzed quantitatively by averaging the scores. The qualitative data was obtained from the open-ended questions in order to triangulate the results from the quantitative data. Paired-sample t-test was used for analyzing the scores of the reading comprehension pre-test and post-test and the reading motivation pre-test and post-test. The research design of this study is demonstrated in Figure 2.

Figure 2

Research Design

- O represents the reading comprehension pretest and the posttest, and the reading motivation questionnaire
- X represents the treatment, which was the Christian theological reading using concept-oriented reading instruction

3.2 Population and Participants

The Bangkok Institute of Theology, the Christian University of Thailand, the only one Bible college in Bangkok acknowledged by Thai government, provides a theological curriculum for the Thai Christian theological university students. The Christian theological students in the second year were in readiness for Christian theological English reading instruction because they were equipped with English foundation and basic theological knowledge. They were remedially taught with English foundation courses and also covered with the introduction courses of the bible and theology. All these entire foundations were built as essential background

knowledge to produce reading comprehension and reading motivation for the students.

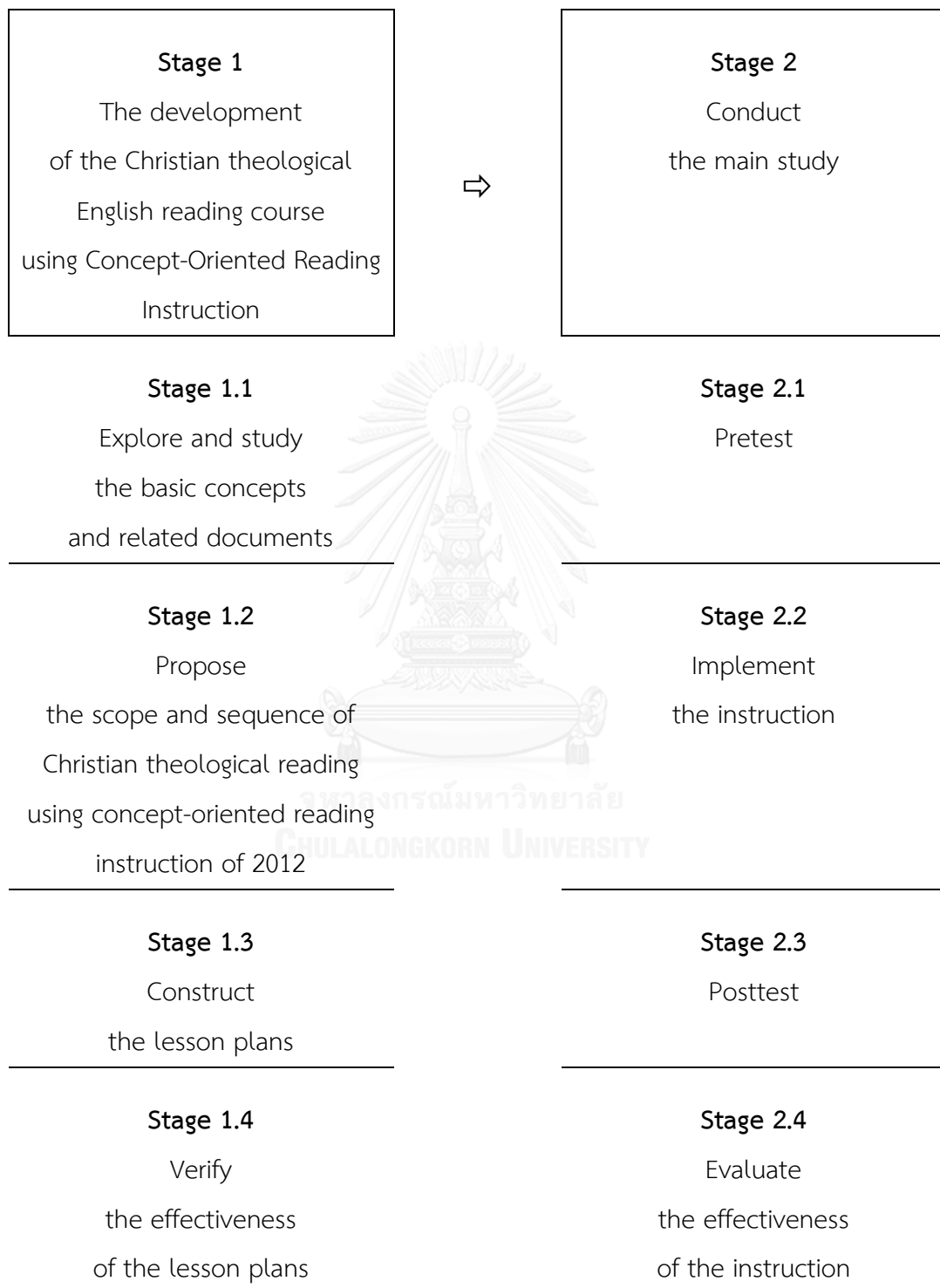
Hence, the sampling method of this study was a purposive. The twenty-nine second year bachelor students of theology were chosen so they could utilize their theological foundations as their background knowledge, together with their basic English skill, in order to process reading comprehension. In addition, Christian theological English course using concept-oriented reading instruction was taught in IENG3111 English III, which was an English reading course for the second year students.

Two hours per week were allotted for the Christian theological reading course during Monday 13.00-15.00. The course lasted twelve weeks from September 15 to December 8, 2014 in the first semester of the academic year 2014.

3.3 Research Procedure

The research procedure was divided into two stages. The first stage associated with the development of the Christian theological English reading course using concept-oriented reading instruction. The second stage involved the implementation of the Christian theological English reading course using concept-oriented reading instruction. The research procedure is illustrated in Figure 3.

Figure 3

Research Procedure

Stage 1: Development of the Christian Theological English Reading

Course Using Concept-Oriented Reading Instruction

There were four stages in developing the Christian theological English reading course using Concept-Oriented Reading Instruction: Stage 1.1 explore and study the basic concepts and related documents; Stage 1.2 propose the scope and sequence of Christian theological reading using concept-oriented reading instruction of 2012; Stage 1.3 construct lesson plans, and Stage 1.4 verify the effectiveness of the lesson plans.

Stage 1.1 Explore and Study the Basic Concepts and Related Documents

The basic concepts and related documents of concept-oriented reading instruction of 2012 were explored. Its framework was found to be componential, in which the main components were considered the most important and prerequisite. The strategies were regarded as the subcomponent and the instructional procedure were the embedment of the main components. The main components were presented in the CORI framework of 2012 in Table 8.

Table 8
Framework of CORI Instructional Model of 2012

(1) Science topics:	(2) Reading strategies:	(3) Motivation practices:
(1.1) animal survival in ecosystems	(2.1) inferencing	(3.1) success
(1.2) plant survival in ecosystems	(2.2) summarizing	(3.2) choice
(1.3) plant and animal interdependencies	(2.3) concept mapping	(3.3) collaboration
(1.4) symbiosis: mutualisms,	(2.4) concept mapping with links and inferences	(3.4) thematic unit
(1.5) symbiosis: parasitism	(2.5) all strategies	(3.5) relevance
(1.6) diversity of life.	(2.6) integration of strategies in a poster	(3.6) multiple motivations

In association with the Christian theological English reading course using CORI, the core components therefore consisted of 1.1.1 the topics, 1.1.2 the reading strategies, and 1.1.3 the reading motivation practices.

1.1.1 Topic

The topic was conceptual understanding is the ultimate goal of this reading. With topic, students needs to glean information from textbooks, gain understanding, apply in their lives, and read for the meaning (Klauda & Guthrie, 2012). The topic in 2012 CORI framework was categorized into theme, concepts, topics, and contents respectively.

Theme

The theme of Christian theological concept-oriented reading instruction was chosen and titled 'the Gospel'. The reason was that 44% of the students at Bangkok Institute of Theology, which was the most, chose 'the Gospel' as the most preferred English Bible content to read (Kiriratnitikul, 2013). Therefore, the Gospel was selected to be the theme of the Christian theological English reading course using Concept-Oriented Reading Instruction.

Concepts

The concepts in CORI represented the subthemes under the big theme. They were carefully selected, based on the interview from the institutional theological teachers. The interview revealed that the Old Testament and New Testament subjects required more English reading comprehension than other theological fields, regarding the reading assignments of the courses. Moreover, every theological study area originates from the Holy Bible which required the reading comprehension of the Bible texts. As a result, three concepts being applied in the Christian theological concept-oriented reading instruction were 1) the Bible for Unit 1-2, 2) the Old Testament for Unit 3-4, and 3) the New Testament for Unit 5-6. (See Table 9)

Topics

Related to the concepts, the weekly topics were specified each week, pointing to the key questions that follow. (See Table 9)

Contents

The contents in CORI were stated in forms of questions, narrowed down from the concepts and topics. The role of the content was 'the question of the week' being asked in Pre-reading (See Table 9).

All the theme, the concepts, the topics, and the contents were demonstrated in the top horizontal parts of the overall framework (See Table 9).

1.1.2 Reading Strategies

The entire set of reading strategies employed in Christian theological reading instruction were adopted from Guthrie, Mason-Singh, et al. (2012). They consisted of inferencing, summarizing, concept mapping, concept mapping with links and inferences, all strategies, and integration of strategies. However, summarizing was shifted to the first week, because summarizing is the only strategy that predicted the improvement of Literal text comprehension (Guthrie, Mason-Singh, et al., 2012; Klauda et al., 2012), which was the lowest order of comprehension. Meanwhile, inferencing was sequenced in the second unit for the inferencing level of comprehension. The sequence of the reading strategies listed as followed: summarizing, inferencing, concept mapping, concept mapping with links and inferences, all strategies, and integration of strategies (See Table 9).

1.1.3 Motivation Practices

The entire set of motivation practices employed in Christian theological reading instruction were adopted from Guthrie, Mason-Singh, et al. (2012). They consisted of success, choice, collaboration, thematic unit, relevance, and multiple

motivations. However, as the first week strategy changed, the motivation practice of choice was shifted to the first week as well. The sequence of the motivation practice listed as follows: choice, success, collaboration, thematic unit, relevance, and multiple motivations (See Table 9).

Stage 1.2 Propose the Scope and Sequence of Christian Theological Reading Using Concept-Oriented Reading Instruction of 2012

After the information in Stage 1.1 was gathered, the scope and sequence of the Christian theological English reading course using concept-oriented reading instruction of 2012 was proposed as shown in Table 9.

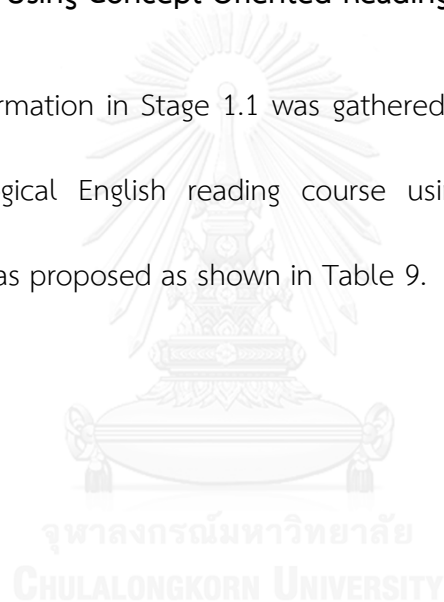


Table 9

*Scope and Sequence of the Christian Theological English Reading Course Using
Concept-Oriented Reading Instruction 2012*

Theme: The Gospel						
Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Concept	Bible	Bible	Old Testament Theology	Old Testament Theology	New Testament Theology	New Testament Theology
Topic	Meaning of the Gospel in the New Testament	Meaning of the Gospel in the Old Testament	Gospel in Psalms	Gospel in Isaiah	Gospel in Matthew	Gospel in Luke
Content	What does the New Testament speak about the Gospel?	What does the Old Testament speak about the Gospel?	How do Psalms speak about the Gospel?	How does Isaiah speak about the Gospel?	How does Matthew speak about the Gospel?	How does Luke speak about the Gospel?
Reading strategies	Summarizing	Inferencing	Concept mapping	Concept mapping with links and inferences	All strategies	Integration of strategies
Motivation practices	Choice	Success	Collaboration	Thematic unit	Relevance	Multiple motivations

Stage 1.3 Construct the Lesson Plans

To construct the Christian theological Concept-Oriented Reading lesson plans, the teaching procedure, the instruction manual, and the lesson plans were studied and created as followed.

1.3.1 Teaching Procedure

Firstly, the teaching procedure was taken from general teaching procedure of McPeake and Guthrie (2012) which included

- 1) Text Selection – Information text refers to written language of non-narrative form in paper or electronic versions.
- 2) Concept in Text – Abstract representation of events, motives, interactions, causes, as discussed earlier as CORI component 1.
- 3) Motivation Support – the teacher actions of motivation practices as discussed earlier as CORI component 2
- 4) Reading Strategy – Direct instruction with scaffolding for strategies as discussed earlier as CORI component 3
- 5) Common Core State Standards-Based Task – are higher order thinking, thinking depending on motivations, and engagement.

However, this general teaching procedure was simplified in order to suit the Christian theological reading instruction. First, it was divided into the common process of reading instruction including: pre-reading, while reading, and post-reading (Brown, 2001). Second, the Word Study method was added in the beginning stage of instruction (after Text Selection) in order to boost the struggling students' fluency and vocabulary (Guthrie, Mason-Singh, et al., 2012). Finally, the Common Core State Standards-based task was concluded as higher-order thinking tasks. The modified teaching procedure is shown in Table 10.

Table 10

Modified Teaching Procedure for Christian Theological English Reading Instruction

Pre-reading	(1) Text selection
	(2) Word study method
	(3) Concept in text
While reading	(4) Motivation support
	(5) Reading strategy
Post-reading	(6) Higher order thinking tasks

1.3.2 Instruction Manual

The instruction manual was a middle process to prepare the way for designing the lesson plan. It was the process where the teaching procedure and the weekly components were embedded.

Firstly, the components of unit one was prescribed from the scope and sequence as shown in Table 11.

Table 11

Unit 1 Components

Unit	Unit 1
Concept	Bible
Topic	Meaning of the Gospel in the New Testament
Content	What does the New Testament speak about the Gospel?
Reading strategies	Summarizing
Motivation practices	Choice

In unit 1, three main components were the topic, the reading strategy, and the motivation practice. With the Bible concept, the topic was the meaning of the Gospel in the New Testament, and the content was ‘What does the New Testament speak about the Gospel?’. The reading strategy used in unit 1 was summarizing and the motivation practice was choice.

Secondly, the embedment of the components and the teaching procedure was blueprinted, accordingly with the time allotment. The blueprint of the instruction manual was shown in Table 12.

Table 12

Unit 1 Instruction Manual

Time	Teaching Procedure	Instruction manual
Week 1 (Total 120 minutes)		
	<u>Pre-reading</u> (1) Text selection	<ul style="list-style-type: none"> ● Teacher selects Bible text from the New Testament, speaking about the Gospel.
15 minutes	(2) Word study	<ul style="list-style-type: none"> ● Teacher selects 10 words that students may encounter in the passages, says the same parts of words then the whole words. Students pronounce each word. ● Teacher makes the real word with examples/pictures of the word meaning.

15 minutes	(3) Concept in text	<ul style="list-style-type: none"> ● Teacher says the question of the week, “What does the New Testament speak about the Gospel?”, along with other questions related to the Bible concept.
90 minutes	<p><u>While reading</u></p> <p>(4) Motivation support</p>	<ul style="list-style-type: none"> ● Provide one motivation support ‘Choice’ with the following practices: <ol style="list-style-type: none"> (a) student input into topics or sequence of topics (b) self-selection of books or sections of books (c) selecting partners for teams (d) options for demonstrating learning from text
Week 2 (Total 120 minutes)		
60 minutes	(5) Reading strategy	<ul style="list-style-type: none"> ● The reading strategy this week is ‘Summarizing’. <ol style="list-style-type: none"> (a) students are learning in a procedure of identifying key words in text, locating supporting facts, and deleting extraneous material from a small paragraph, (b) students write a composition of a summary. (c) The instruction will move from single paragraphs to pairs of paragraphs to whole pages and whole sections of information text.

60 minutes	<u>Post-reading</u> (6) Higher order thinking tasks	<ul style="list-style-type: none"> ● Students answer the weekly question by small group discussion or writing.
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(The instruction manual of all six units were blueprinted in Appendix B, p. 138)

1.3.3 Text Selection

Text selection for each lesson plan was based on the content of the unit. The content specified a clear scope of where the text to be taken from. Moreover, according to Galloway (1990, as cited in Haley & Ausin, 2004), the accessible topic, the length of text, the linguistic level, and the abundant clues to meaning were in concern when selecting the texts.

1.3.4 Lesson Plan

Based on the Christian theological reading using 2012 CORI framework (see Table 3.1), the lesson plans were designed in a teacher-student table format, geared by the instruction manual. Two weeks (2 hours a week) were spent for each unit. The lesson plans of Unit 1 to 6 was designed as presented in Appendix C, p. 150.

Stage 1.4 Verify the Effectiveness of the Lesson Plans

To verify the effectiveness of the lesson plans, two processes were undertaken. The first process was 1.4.1 the evaluation of the Index of Item-Objective Congruence, and the second process was 1.4.2 the pilot of the lesson plan.

1.4.1 Evaluation of the Index of Item-Objective Congruence

The evaluation form was created in the Index of Congruence type to examine the effectiveness of the lesson plan. The form consisted of two parts: 1) the scope and sequence that included the concepts, the reading strategies, and the motivation practices; and 2) lesson plan that included Pre-reading, While reading, and Post-reading. Then, the lesson plan was sent to be evaluated by three experts in the language-teaching and theology fields with the evaluation form. For each item, one expert could give 1 score if the item that is congruent, 0 score if the item is questionable, and -1 score if the item is incongruent. All the results from three experts were divided by three in each item. The items that obtained the IOC score below 0 were adjusted according to the experts' comments. The IOC results of the effectiveness of the lesson plan are shown in Table 13.

Table 13

Index of Item-Objective Congruence of Christian Theological Lesson Plan

Item	Experts			Sum (ΣR)	IOC ($\Sigma R/N$) (N=3)	Actions
	A	B	C			
Scope and sequence						
1	1	1	1	3	1	Reserved
2	1	1	1	3	1	Reserved

Table 13 (Continued)

Index of Item-Objective Congruence of Christian Theological Lesson Plan

Item	Experts			Sum (ΣR)	IOC ($\Sigma R/N$) (N=3)	Actions
	A	B	C			
3	1	1	1	3	1	Reserved
4	1	1	1	3	1	Reserved
5	1	1	-1	1	0.33	Clarified
6	1	1	1	3	1	Reserved
7	1	1	1	3	1	Reserved
8	1	1	1	3	1	Reserved
Lesson plan						
1	1	1	1	3	1	Reserved
2	1	1	1	3	1	Reserved
3	1	1	1	3	1	Reserved
4	1	1	-1	2	0.67	Clarified
5	1	1	1	3	1	Reserved
6	1	1	1	3	1	Reserved
7	1	1	1	3	1	Reserved
8	1	1	1	3	1	Reserved

Table 13 (Continued)

Index of Item-Objective Congruence of Christian Theological Lesson Plan

Item	Experts			Sum (ΣR)	IOC ($\Sigma R/N$) (N=3)	Actions
	A	B	C			
9	1	1	1	3	1	Reserved
IOC index total					0.94	Congruent

The mean score of the congruence of the lesson plan was 0.94, which indicated that the lesson plan was congruent. However, item number 5 in the scope and sequence was rated 0 by expert C, which meant questionable, and the item number 4 in the lesson plan was rated -1 by expert C, which meant incongruent. The results needed some clarifications as followed.

Firstly, the item number 5 was *'Are motivation practices appropriately organized in order to enhance reading motivations: intrinsic motivation, self-efficacy and prosocial interactions?'* and the comment from expert C was *"There is no information about how you get all these practices and how they help improve motivation"*. To respond to the expert's comments, the motivation practices were the effort teachers emphasized in the classroom in order to spark and retain reading motivations of the students. They were success, choice, collaboration, thematic unit, relevance, and multiple motivations. Several studies proved that each motivation

practice was able to enhance the students' reading motivations; success increased self-efficacy, choice and relevance enhanced intrinsic motivation, collaboration improved prosocial interaction, and thematic unit accentuated conceptual learning (Guthrie, Klauda, et al., 2012; Guthrie & McRae, 2012; Guthrie et al., 2007; Wigfield et al., 2012). Therefore, the motivation practices in item number 5 were reserved.

Secondly, the item number 4 was *'Is the activity in text selection appropriate and does it provide students choices while reading?'* and the expert C's comment was *'There is no information about this. The teacher is the only one having role in this stage.'* To respond to the expert's comments, text selection was the beginning stage of the CORI teaching procedures. In this stage, teacher provided a broad text, in which students made their selections that enable them to learn about the question of the day (Guthrie, Mason-Singh, et al., 2012). In Unit 1, teachers prepared the New Testament as the scope for the question of the week, "What does the New Testament speak about the Gospel?". As the New Testament included 26 books, the students can select a book or reading passages to read for the answer. Therefore, Text selection in the item number 4 was reserved.

After the effectiveness of the Christian theological lesson plan was carefully verified, its validity was ensured and the lesson plan was prompted to be piloted.

1.4.2 Pilot of the Lesson Plan

The lesson plan of unit 1 was piloted with the thirty third year students of Bangkok Institute of Theology. One unit spent four periods, two periods a day, two days totally. The piloting days were on September 5 and 9, 2014.

In the first day, Text selection, Word Study method, Concept in text, and Motivation support were instructed to the students during the first two periods of instruction. In **Text selection**, the researcher prepared New Testament Bible consisting of 27 books to be chosen by the students. Then in **Word Study method**, the students said the parts of words and the whole words, and pronounced each word. The researcher also made the real word with examples and pictures of the word meaning. Next in **Concept in Text**, the researcher said the question of the week, “What does the New Testament speak about the Gospel?” to engage the students with meaningful concept. Here the students responded well with several kinds of Jesus’s ministries written in the New Testament. Finally, in **Motivation support of Choice**, students raised up the topics related to the Gospel in the New Testament such as Jesus’s birth, the Crucifixion, and the resurrection. They also searched and selected the books such as Matthew, Mark, and Luke from the New Testament. Then the students chose a team by themselves. In the team, they discussed and chose their own way for demonstrating what they read from the text. It was surprising that the students were enthusiastically reading the Bible passages

with enjoyment. It was because every team had their goal in reading the passage, in order to demonstrate what they read by role-plays, new-composed song, singing Christian songs, or reading aloud the key texts from the passages. At this point, Pre-reading and a half stage of While-reading were instructed to the students excitedly.

In the second day, Reading strategies of Summarizing and Higher Order Thinking task were instructed to the students. In **Reading strategies of Summarizing**, students learned a procedure of identifying key words in text, locating supporting facts, and deleting extraneous material. The researcher guided the students to practice the summarizing procedure in the classroom with the selected Bible passage Matthew 28:19-20. After that, the students worked in group on summarizing with their own selected Bible passage. A summarizing worksheet was also provided by the researcher, for the students to complete the summarizing activity within 15 minutes. Finally, each group presented their work of summarizing from their own Bible passage. In **Higher Order Thinking task**, the whole class was repeated the weekly question; ‘Now, can you tell me about the concept of the Gospel from the New Testament passages you have read?’. The students discussed in the classroom based on all the summarizing works and tried to figure out the answer. The students’ answer of the weekly question was ‘The New Testament speaks about the Gospel with Jesus’s birth, ministries in helping people, the crucifixion, and the resurrection.

It's all about Jesus's life and ministry in saving people physically and spiritually from sin.'

In brief, the classroom piloted instruction went smoothly throughout the teaching procedure and ended on time. The most important stage was in the motivation practice of 'choice' that allowed the students integrate their multi-intelligences with English reading skills. It created such an awesome atmosphere of reading when the students were enthusiastically reading the Bible text by intrinsic motivation.

In spite of overall satisfied outcomes from the pilot, the researcher also found two points to be concerned: 1) the English proficiency levels of the students were so low that they were struggling during Higher Order Thinking tasks. Some of them switched their language to speak Thai in classroom discussion to complete the tasks. To solve this problem, the researcher used guided questions and guided writings, in order to maintain English classroom conversation; 2) the visualizer, used to present the students' works, was too limited in term of space. It could present only one piece of work at a time, whereas all the works needed to be shown, in order to activate higher order thinking. To solve this problem, a classic whiteboard was used in the real classroom to replace the visualizer, and all the summarizing works were written and shown on the whiteboard all at once.

Stage 2: Conduct the Main Study

The duration of the experiment lasted for 12 weeks with 6 units. Each unit spent two weeks and it took two hours a week which was on Monday from 1 pm. to 3 pm. The experiment was conducted in the following steps.

Stage 2.1 Pre-Test

In advance of the Christian theological reading course using concept-oriented reading instruction, the students' reading comprehension were tested with English reading comprehension pretest. Concurrently, the students' reading motivation was also examined with the reading motivation questionnaire.

Stage 2.2 Implement the Instruction

The Christian theological reading course using CORI of 2012 was implemented during 12 weeks. The students were engaged in class for two weeks to complete one unit. Each week, the students were engaged in class for two periods. The first week, the teaching procedure includes Text Selection, Word Study, Concept in Text, and Motivation Support. The second week, the teaching procedure includes Reading Strategy and Higher Order Thinking Tasks. (See Appendix J, p. 215 for sample of students' work, and Appendix K, p. 216 for pictures of classroom activities)

Stage 2.3 Post-Test

On completion of the course, the students were tested with English reading comprehension posttest to assess the reading comprehension. Also the students' reading motivation was examined with the post-questionnaires.

Stage 2.4 Evaluate the Effectiveness of the Instruction

The data, obtained from the pretest and posttest of Christian theological English reading comprehension and reading motivation pre-questionnaires and post-questionnaires, was statistically calculated for the mean scores, standard deviation, and paired-sample t-test, in order to compare the significant differences of the mean scores, before and after the treatment.

3.4 Research Instruments

The research instruments employed in this study were 1) the Christian theological English reading comprehension test and 2) the reading motivation questionnaire.

3.4.1 Christian Theological English Reading Comprehension Test

There were three stages in constructing the Christian theological English reading comprehension test: 1.1 the levels of assessments; 1.2 the test specification; and 1.3 the validity and reliability of the test.

3.4.1.1 Levels of Assessments

Three levels of reading comprehension assessments were considered in this research. The first level, the basic comprehension, was literal text comprehension involving individual text propositions. The second level, the more complex comprehension, was inferencing involving connecting text propositions. The third level, the most complex comprehension, was knowledge construction involving higher order processes of synthesis and integration (Guthrie, Mason-Singh, et al., 2012).

3.4.1.2 Test Specification

The Christian theological English reading comprehension test was consisted of three parts under three concepts: the Bible, the Old Testament, and the New Testament. Each part contained one conceptual passage and 10 multiple-choice questions, aiming to assess each level of reading comprehension. The levels of comprehension were set as goals, each of which included four objectives. There were thirty items in total (See Appendix D, p. 188).

3.4.1.3 Validity and Reliability of the Test

3.4.1.3.1 Test Validation

The evaluation form was constructed in the form of the Index of Item-Objective Congruence (IOC). The form consisted of the general aspects, the items in goal 1, the items in goal 2, and the items in goal 3 (See Appendix E, p. 189). Three

experts, from the fields of language teaching and of theology, were chosen to evaluate the content validity of the test items. They rated each item whether it was congruent with the objective. Then, the data from IOC was calculated. The results of the items, that yielded the scores below zero, were revised and modified, according to the experts' comments (See Table 14).

Table 14

Index of Item-Objective Congruence of Christian Theological Reading Comprehension

Test

Item	Experts			Sum (ΣR)	IOC ($\Sigma R/N$) (N=3)	Actions
	D	E	F			
General aspects						
1	1	1	0	2	0.67	Modified
2	1	0	0	1	0.33	Modified
3	1	1	1	3	1.00	Reserved
4	1	1	1	3	1.00	Reserved
5	0	0	0	0	0.00	Modified
6	1	1	1	2	0.67	Modified

Table 14 (Continued)

*Index of Item-Objective Congruence of Christian Theological Reading Comprehension**Test*

Item	Experts			Sum (ΣR)	IOC ($\Sigma R/N$) (N=3)	Actions
	D	E	F			
Goal 1						
1	1	1	1	3	1.00	Reserved
2	0	0	1	1	0.33	Modified
3	0	1	1	2	0.67	Modified
4	1	1	1	3	1.00	Reserved
5	1	1	0	2	0.67	Modified
6	1	1	1	3	1.00	Reserved
7	1	1	0	2	0.67	Modified
8	1	1	1	3	1.00	Reserved
9	0	0	1	1	0.33	Modified
10	1	1	1	3	1.00	Reserved
11	1	1	1	3	1.00	Reserved
12	1	1	0	2	0.67	Modified

Table 14 (Continued)

*Index of Item-Objective Congruence of Christian Theological Reading Comprehension**Test*

Item	Experts			Sum (ΣR)	IOC ($\Sigma R/N$) (N=3)	Actions
	D	E	F			
Goal 2						
1	1	1	1	3	1.00	Reserved
2	1	0	0	1	0.33	Modified
3	1	1	0	2	0.67	Modified
4	1	1	1	3	1.00	Reserved
5	1	0	-1	0	0.00	Modified
6	1	0	-1	0	0.00	Modified
7	1	0	0	1	0.33	Modified
8	1	1	1	3	1.00	Reserved
9	1	1	1	3	1.00	Reserved
10	1	1	1	3	1.00	Reserved
11	1	1	-1	1	0.33	Modified
12	1	1	1	3	1.00	Reserved

Table 14 (Continued)

*Index of Item-Objective Congruence of Christian Theological Reading Comprehension**Test*

Item	Experts			Sum (ΣR)	IOC ($\Sigma R/N$) (N=3)	Actions
	D	E	F			
Goal 3						
1	1	1	1	3	1.00	Reserved
2	0	0	0	0	0.00	Modified
3	1	1	1	3	1.00	Reserved
4	1	1	0	2	0.67	Modified
5	1	-1	-1	-1	-0.33	Modified
6	1	1	0	2	0.67	Modified
7	1	1	-1	1	0.33	Modified
8	1	1	-1	1	0.33	Modified
9	1	1	1	3	1.00	Reserved
10	1	1	0	2	0.67	Modified
11	1	1	1	3	1.00	Reserved
12	1	1	0	2	0.67	Modified
IOC index total					0.66	

The IOC mean score of the reading comprehension test was 0.66. 88.10% of the total items were rated over 0, while 69.05% over 0.5. This indicated that the objective congruence of the Christian theological reading comprehension test was acceptable, yet needed a close consideration and careful modification. To improve the validity of the test, all the comments were categorized into two types of modifications: the modification concerning the construct of the test, and the one concerning the questions and answers.

3.4.1.3.2 Modifications Concerning the Construct of The Test

The modifications concerning the construct of the test were indicated as followed.

Goals and objectives

The experts gave a crucial comment about the goals, the objective, and the reading parts relatively. First, instead of each part assessing one level of reading comprehension, it was suggested that each part assess all three levels of reading comprehension because reading comprehension came from the integration of comprehension levels. Therefore, each part of the test was modified to contain 10 questions that were divided to assess the three levels of comprehension. Items 1-3, 11-13, 21-23 aimed to assess the objective of reading comprehension 1: Ability to process individual text propositions. Items 1-3, 11-13, 21-23 aimed to assess the

objective of reading comprehension 2: Ability to infer information text and comprehend simple passage by connecting text proposition. Items 4-7, 14-17, 24-27 aimed to assess the objective of reading comprehension 3: Ability to integrate reading processes and build knowledge network (See Appendix E, p. 189).

Second, the objectives of each part were criticized by one expert that they were redundant and duplicate. The objectives of the goal were paraphrases or describe one another. In order to avoid confusion, the objectives were suggested to be grouped instead of being extended. Therefore, the objectives were combined together as description of each goal (See Appendix F, p. 192).

Reading texts

The experts gave comments about the reading texts. One expert commented that the lengths of the text were varied. The other noticed that the reading text for part 3 was too long and too difficult, whereas no questions were asked from the paragraph 3. As a result, the paragraph 3 of the part 3 reading text was cut off. In addition, the readability of the texts was analyzed by readability-score.com. The readability scores were found in closely grades: grade 8.5 for text 1, grade 7.8 for text 2, and grade 8.8 for text 3 (See Appendix F, p. 192). The grade levels are based on the USA education system and equivalent to the number of years of education a person has had. A score of around 10-12 is roughly the reading level on completion

of high school. Text to be read by the general public should aim for a grade level of around 8. As Christian theological students use English is as their foreign language and their English proficiency was apparently low as discussed in the background of the study (p. 3), the readability scores of the texts were considered suitable for the second year Christian theological students according to the suggestion of readability-score.com (Readability-Score.com).

Time allotment

The time allotment was reconsidered to suit the number of the test items according to the experts' comment. It was reduced from 120 minutes to 60 minutes. The time was clearly written at the top of the test (See Appendix G, p.193).

After the revision of the construct, the new construct was created, the Christian theological reading comprehension test was revised (See Appendix H, p. 204).

3.4.1.3.3 Modifications Concerning the Questions and Answers

As the construct was revised, the items of each part were rearranged to assess all three goals. Three congruent items assessing Goal 1 were reserved, while the remaining items that received lower score were modified according to the experts' comments and to the new construct. Then the revised Christian theological reading comprehension test was sent to one specialist in English and theology to

examine the language and the theological content. There were minor notifications to be concerned as follow.

Item 5

What did Jesus do first after he appeared to the eleven disciples?



What did Jesus say first after he appeared to the eleven disciples? (modified)

Expert's suggestion:

The verb *do* in item 5 could be changed to *say* instead.

Item 7

What did Jesus do last after he appeared to the eleven disciples?



What did Jesus say last after he appeared to the eleven disciples? (modified)

Expert's suggestion: The verb *do* in item 7 could be changed to *assure* instead. However, the suggestion was not totally accepted by the researcher according to the following reasons. As the item 5 and 7 aimed to assess the ability to use cohesion markers *then* and *and surely*, students must understand the consequence of Jesus's actions by the use of markers. Providing the verb *assure* could distract the students to the word *surely* instead of *and*. Therefore, the

researcher changed the verbs *assure* to be *say* in order to assess the students' ability of inferencing according to Goal 2 more effectively.

Item 8:

What did Jesus actually command to the disciples to do?



According to the passage, what does Jesus mean of “making disciple”?

(modified)

Expert's suggestion: For the Goal 3 question, this might not be appropriate.

The question should be *According to the passage, what does Jesus mean of making disciple?*

Item 22:

Among the books in the Gospels, what is the special characteristic of the Gospel reports in Matthew?



According to the paragraph 2, what is the special characteristic of the Gospel of Matthew? (modified)

Expert's suggestion: The question should be *According to the paragraph 2, what is the special characteristic of the Gospel of Matthew?*

Item 24:

Was the first Gospel Matthew written first?



Does the author understand that Matthew was written first? (modified)

Expert's suggestion: The question should be *Does the author understand that Matthew was written first?*

Item 26: Choice 1

Christian should blame the redundancy of Matthew and Mark



Christian should pay attention to the redundancy of Matthew and Mark.

(modified)

Choice 2

Christian should appreciate Matthew and Mark for its compatible account of Jesus.



Christian should read Matthew alongside Mark. (modified)

Expert's suggestion: The answer should mention about 'the way in reading'.

Item 30: Choice 4

Reader should be aware that the Gospel Matthew was written from the perspectives of the people in later period.



Reader should be aware that the Gospel Matthew was written from the perspectives of the people in decades after 70CE. (modified)

Expert's suggestion: The question should be *Reader should be aware that the Gospel Matthew was written from the perspectives of the people in decades after 70CE.*

3.4.1.3.4 Reliability of the Test

For the reliability of the test, the pilot test was taken on September 5, 2014 with thirty third year students who studied at Bangkok Institute of Theology in semester 1, academic year 2014. Then, the students' scores from the pilot test were analyzed for the difficulty index and discrimination index (Sukamolsan, 1995, as cited in Worakitsawat, 2007, p. 31) of which the criteria were shown below.

For the difficulty index <P>:

$p < 0.20$ indicates that the item was difficult

$p = 0.20-0.80$ indicates that the item was good in terms of difficulty

$p = 0.81-0.94$ indicates that the item was easy

$p \geq 0.95$ indicates that the item was very easy

For the discrimination index $\langle r \rangle$:

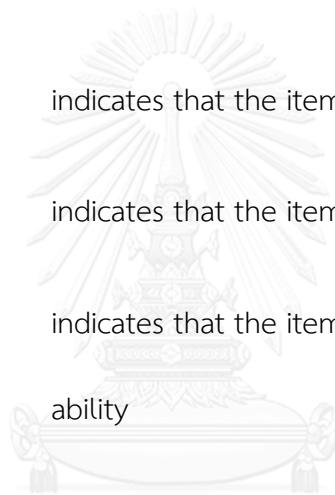
$r = 0$ indicates that the items had no discrimination ability

$r \geq 0.19$ indicates that the items had low discrimination ability

$r = 0.20-0.29$ indicates that the items had fair discrimination ability

$r = 0.30-0.39$ indicates that the items had high discrimination ability

$r \geq 0.40$ indicates that the items had very high discrimination ability



Furthermore, the reliability of the test was calculated by Kuder-Richardson-20 formula (KR-20) (Assessment, 2005) of which the criteria was displayed below.

For the reliability (KR20):

.90 and above Excellent reliability; at the level of the best standardized tests

.80 - .90 Very good for a classroom test

.70 - .80	Good for a classroom test; in the range of most. There are probably a few items which could be improved.
.60 - .70	Somewhat low. This test needs to be supplemented by other measures (e.g., more tests) to determine grades. There are probably some items which could be improved.
.50 - .60	Suggests need for revision of test, unless it is quite short (ten or fewer items). The test definitely needs to be supplemented by other measures (e.g., more tests) for grading.
.50 or below	Questionable reliability. This test should not contribute heavily to the course grade, and it needs revision.

Based all the criteria, the mean item difficulty of the test was 0.494, which was interpreted that the test was good in terms of difficulty. The mean item discrimination of the test was 0.420, which meant that the test had very high discrimination ability. Finally, the KR20 alpha of the test was 0.815, which indicated that the reliability of the test was very good for the classroom test.

Finally, the Christian theological reading comprehension was prepared for the pretest, in order to examine the reading comprehension, before receiving Christian

theological reading using concept-oriented reading instruction. The Christian theological reading comprehension pretest was conducted with twenty-nine second year students, before the Christian theological reading using concept-oriented reading instruction, and the posttest was taken at the completion of the course. The scores of the pretest and the posttest were submitted to a program, for calculating the paired-sample t-test.

3.4.2 Reading Motivation Questionnaires

3.4.2.1 Aspects of the Reading Motivation Questionnaires

The reading motivation questionnaire referred to Adolescent Motivations for School Reading questionnaire (AMSR) (Coddington, 2009) (see Appendix H, p. 204), which was used to investigate the motivation for school reading for the Language/Art class. The AMSR questionnaire consisted of six motivation constructs: three affirming constructs, including intrinsic motivation, self-efficacy and prosocial interaction, and three undermining constructs, including avoidance, perceived difficulty, and antisocial interactions. Each construct contained seven items and there were forty-two items in total.

Since the Concept-Oriented Reading Instruction of this study was used with Christian theological reading course, this research adapted every question to Christian theological reading class, as shown in Figure 4.

Figure 4

Example of the Questionnaire Adaptation

<p>Q.1 I enjoy the challenge of reading for <u>Language Arts/Reading</u> class.</p> <p>Adapted to → I enjoy the challenge of reading for <u>Christian theological reading</u> class.</p> <p>Q.23 Reading for <u>Language Arts/Reading</u> class is usually difficult.</p> <p>Adapted to → Reading for <u>Christian theological reading</u> class is usually difficult.</p>
--

The reading motivation questionnaire began with the questionnaire guide. The guide requested the students, to read the following statements and to select the response that best fits how they felt about Christian theological readings while thinking about reading the Bible, Christian news, Christian articles, commentaries, or theological textbooks. The guide also demonstrated two sample items, with a scale of 1 to 4 (1=Not At All Like Me, 2=Not Like Me, 3=Somewhat Like Me, 4=A Lot Like Me). Then, the entire questionnaire was translated into Thai.

3.4.2.2 Validity and Reliability of Reading Motivation Questionnaire

3.4.2.2.1 Validity of the Reading Motivation Questionnaire

In language transferring and language validity, there were four steps concerning this process: (1) translation to Thai, (2) back translation to English, (3) language analysis and revision, and (4) language moderation, which were described as followed:

(1) In the first step, the reading motivation questionnaire was translated to Thai language by the researcher who was an English teacher at Bangkok Institute of Theology. (2) Then, the questionnaire was done in back translation method with the help of professional English teachers. (3) Next, the back translation version was analyzed closely; if the back translation of any item was accorded with the AMSR, in terms of meaning, that item was reserved; if not, that item was put into close consideration and revision. (4) After that, the revision of the questionnaire was moderated by one expert from English teaching field.

After the language transferring and moderation, the questionnaire was sent to three experts in purpose of validation with IOC. The IOC of the motivation questionnaire included the general aspects, the items by construct, and the appropriateness for Thai undergraduate students. After the IOC scores were balanced, the result was 0.82, which meant the motivation questionnaire was fairly congruent. The items receiving score 1 were reserved. The items, receiving the score lower than or equal to 0, were revised, and all the comments were brought into considerations. All the results were displayed in the Table 15.

Table 15
*Index of Item-Objective Congruence of Christian Theological Reading Motivation
 Questionnaire*

Item	Experts			Sum (ΣR)	IOC ($\Sigma R/N$) (N=3)	Actions
	G	H	I			
General aspects						
1	1	0	0	1	0.33	Modified
2	1	1	0	2	0.67	Modified
3	1	1	0	2	0.67	Modified
4	1	1	0	2	0.67	Modified
5	0	0	0	0	0.00	Modified
6	1	1	0	2	0.67	Reserved
7	1	1	1	3	0.33	Modified

Items by constructs

1	1	1	1	3	1	Reserved
2	1	1	1	3	1	Reserved
3	1	1	1	3	1	Reserved
4	1	1	1	3	1	Reserved
5	1	1	1	3	1	Reserved
6	1	1	1	3	1	Reserved

Table 15 (Continued)

Index of Item-Objective Congruence of Christian Theological Reading Motivation Questionnaire

Item	Experts			Sum (ΣR)	IOC ($\Sigma R/N$) (N=3)	Actions
	G	H	I			
Appropriateness for Thai undergraduate students						
1	1	1	1	3	1	Reserved
2	1	1	1	3	1	Reserved
3	1	1	1	3	1	Reserved
4	1	1	1	3	1	Reserved
5	1	1	1	3	1	Reserved
6	1	1	1	3	1	Reserved
7	1	1	1	3	1	Reserved
IOC index total					0.82	

In revision process, the questionnaire, especially in general aspects, was reconsidered based on the expert's comments. The first point was concerned with the table format, which was recommended by the expert. The whole questionnaire was put in the table format, which was more eco-friendly and students' friendly (See Appendix I, p. 212). The second point related to the language was revised based on the experts' help. The language of the guide and sample was more concise, and that

of the items was adjusted by the experts' help. The third point represented the recommendation to reduce the number of the items. Nevertheless, the recommendation was not accepted because the questionnaire was adapted from the AMSR questionnaire, and the researcher needed to be faithful. So every item was remained. Instead, the open-ended questions for obtaining qualitative data were reconsidered. They were not extended in the form of questions, but rather in the form of comment for each single item, according to the expert's recommendation. As a result, the column 'Comment' was added behind each single item and at the end of the questionnaire, in which the students could provide further information.

3.4.2.2.2 Reliability of the Reading Motivation Questionnaire

For reliability of the reading motivation questionnaire, the Cronbach's Alpha coefficient of each construct was displayed at the end of the questionnaire (Coddington, 2009). Furthermore, the appropriateness of the questionnaire use with Thai students was also examined by the experts in validation process, and the result was highly congruent. Therefore, the motivation questionnaire for Christian theological English reading class was reliable to investigate the reading motivation of Christian theological students at Bangkok Institute of Theology (See Appendix I, p. 212).

3.5 Data Collection

The Christian theological reading comprehension pre-test and the reading motivation pre-questionnaires were conducted with the thirty second year students in August 2014 before the course began. The Christian theological reading comprehension post-test and the motivation post-questionnaires were conducted in December 2014 at the completion of the course.

3.6 Data Analysis

The paired-sample t-test was used to analyze the scores of the reading comprehension pre-test and post-test and of the reading motivation pre- and post-questionnaire.

The comments from the students were used to explain the students' reading motivations based on the constructs.

3.7 Summary

To conclude, this chapter presents the research methodology, in studying the effects of Christian theological English reading using concept-oriented reading instruction on reading comprehension and reading motivation of undergraduate student.

CHAPTER 4

RESEARCH FINDINGS

This study aimed to investigate 1) reading comprehension and 2) reading motivation of undergraduate students, by the effects of Christian theological reading using concept-oriented reading instruction. This chapter includes the findings of the reading comprehension and the findings of the reading motivations, before and after receiving the instruction.

4.1 Reading Comprehension

The first research question was

Research question 1: To what extent does the concept-oriented reading instruction improve the reading comprehension of the undergraduates at the Bangkok Institute of Theology?

Table 16

Reading Comprehension: Means, Standard Deviations, T-Values, and the Significance of the Christian Theological Pretest and the Posttest

Reading comprehension	N	\bar{X}	Mean Differences	S.D.	t.	df.	Sig.
Pretest	29	13.21	-7.17	4.80	-8.05	28	.000
Posttest	29	20.38					

*P < .05

The hypothesis, based on the research question, was that the posttest mean scores of reading comprehension are higher than the pretest mean scores, at the significance level of $<.05$.

The results of Table 16 showed that the posttest mean scores of the Christian theological reading comprehension test of the students were higher than the pretest mean scores. Twenty-nine students participated in this test. The mean score of the pretest was 13.21 and of the posttest was 20.38. The mean difference was 7.17 and the t-values were 8.05. The mean scores of the pretest and posttest were different, at the significance level of .000 ($p < .05$). In short, the Christian theological reading using concept-oriented reading instruction helped improved the reading comprehension of the undergraduate students significantly.

In order to investigate to the extent of the reading comprehension, the reading comprehension was divided into three levels: literal text comprehension , inferencing, and knowledge construction.

4.1.1 Literal Text Comprehension

Table 17

Literal Text Comprehension : Means, Standard Deviations, T-Values, and the Significance of Christian Theological Pretest and the Posttest

Literal Text comprehension	N	\bar{X}	Mean		t.	df.	Sig.	
				Differences				
Pretest	29	4.72		-2.69	2.11	-6.88	28	.000
Posttest	29	7.41						

*P < .05

The results of Table 17 showed that the posttest mean scores of the literal text comprehension items of Christian theological reading comprehension test were higher than the pretest mean scores. Twenty-nine students participated in this test. The mean score of the pretest was 4.72 and of the posttest was 7.41. The mean difference was -2.69 and the t-values were -6.88. The difference of the pretest and posttest mean score was significant at the significance level .000 ($p < .05$). In conclusion, the Christian theological reading using concept-oriented reading instruction improved the literal text comprehension of the undergraduate students significantly.

4.1.2 Inferencing

Table 18

Inferencing: Means, standard deviations, t-values, and the significance of Christian theological pretest and the posttest

Inferencing	N	\bar{X}	Mean	S.D.	t.	df.	Sig.
			Differences				
Pretest	29	4.80	-2.80	2.41	-6.24	28	.000
Posttest	29	7.59					

*P < .05

The results of Table 18 showed that the posttest mean scores of the inferencing items of Christian theological reading comprehension test were higher than the pretest mean scores. Twenty-nine students participated in this test. The mean score of the pretest was 4.80 and of the posttest was 7.59. The mean difference was -2.80 and the t-values were -6.24. The difference of the pretest and posttest mean score was significant at the significance level .000 ($p < .05$). In conclusion, the Christian theological reading using concept-oriented reading instruction improved the inferencing of the undergraduate students significantly.

4.1.3 Knowledge Construction

Table 19

Knowledge Construction: Means, standard deviations, t-values, and the significance of Christian theological pretest and the posttest

Knowledge construction	N	\bar{X}	Mean Differences		t.	df.	Sig.
Pretest	29	3.69	1.69	1.95	-4.67	28	.000
Posttest	29	5.38					

*P < .05

The results of Table 19 showed that the posttest mean scores of the knowledge construction items of Christian theological reading comprehension test were higher than the pretest mean scores. Twenty-nine students participated in this test. The mean score of the pretest was 3.69 and of the posttest was 5.38. The mean difference was -1.69 and the t-values were -4.67. The difference of the pretest and posttest mean score was significant at the significance level .000 ($p < .05$). In conclusion, the Christian theological reading using concept-oriented reading instruction improved the knowledge construction of the undergraduate students significantly.

Christian theological reading using concept-oriented reading instruction can enhance the students' overall reading comprehension significantly. With the respect

of the levels of reading comprehension, the instruction helped improve the students' literal text comprehension and inferencing in greater difference than the knowledge construction.

4.2 Reading Motivation

Research question 2: To what extent does the concept-oriented reading instruction increase the reading motivation of the undergraduates at the Bangkok Institute of Theology?

The results are displayed in 4.2.1 overall reading motivation and 4.2.2 reading motivation by constructs.

4.2.1 Overall Reading Motivation

Table 20

Reading Motivation: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving the Concept-Oriented Reading Instruction

Reading motivation	N	\bar{X}	Mean Differences	S.D.	t.	df.	Sig.
Motivation before	29	2.36	-.21	.20	-5.55	28	.000
Motivation after	29	2.56					

*P < .05

The hypothesis, based on the research question, was that the mean scores of the reading motivation after receiving the instruction are higher than the mean scores

of the reading motivation before receiving the instruction, at the significance level of $p < .05$.

The results of Table 20 showed that the mean scores of the reading motivation of the students, after receiving Christian theological reading using concept-oriented reading instruction, were higher than the mean scores before receiving the instruction. Twenty-nine students participated in this test. The mean score of the pretest was 2.36, and of the posttest was 2.56. The mean difference was -.21 and the t-values were -5.55. The mean scores of the reading motivation, before and after receiving the instruction were different, at the significance level of .000 ($p < .05$). In short, the Christian theological reading using concept-oriented reading instruction helped increase the reading motivation of the undergraduate students significantly.

4.2.2 Reading Motivation by Constructs

Additionally, the questionnaire items also aimed to investigate the reading motivations by constructs, based on AMSR questionnaire constructs (2009). Hence, the reading motivation was divided into 4.2.2.1 the affirming motivations including intrinsic motivation, self-efficacy, and prosocial interaction, and 4.2.2.2 the undermine motivations including avoidance, perceived difficulty and antisocial interactions. The

findings of all reading motivations by constructs were shown in the following tables respectively.

4.2.2.1 Affirming Motivations

4.2.2.1.1 Intrinsic Motivation

Table 21

Intrinsic Motivation: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction

Reading motivation constructs	N	\bar{X}	Mean Differences	S.D.	t.	df.	Sig.
Intrinsic motivation (before)	29	2.72	-.54	.51	-5.78	28	.000
Intrinsic motivation (after)	29	3.26					

*P < .05

Table 21 displayed that the mean scores of the intrinsic motivation construct, after receiving the concept-oriented instruction, were higher than those before receiving the instruction. Twenty-nine students participated in this test. The mean score of the pre-questionnaire were 2.72 and of the post-questionnaire were 3.26. The mean difference was -.54. The t-values were -5.78. The mean scores of the intrinsic motivation, before and after receiving the instruction, were different, at the

significance level of .000 ($p < .05$). Therefore, the intrinsic motivation of the students significantly increased, after receiving the concept-oriented reading instruction.

4.2.2.1.2 Self-Efficacy

Table 22

Self-Efficacy: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction

Reading motivation constructs	N	\bar{X}	Mean Differences	S.D.	t.	df.	Sig.
Self-efficacy (before)	29	2.22	-.38	.54	-3.81	28	.001
Self-efficacy (after)	29	2.60					

*P < .05

From Table 22, the mean scores of the self-efficacy construct, after receiving the concept-oriented instruction, were higher than those before receiving the instruction. Twenty-nine students participated in this test. The mean scores of the pre-questionnaire were 2.22 and of the post-questionnaire were 2.60. The mean difference was -.37. The t-values were -3.81. The mean scores of self-efficacy, before and after receiving the instruction, were different, at the significance level of .001 ($p < .05$). Therefore, the self-efficacy of the students significantly increased, after receiving the concept-oriented reading instruction.

4.2.2.1.3 Prosocial Interaction

Table 23

Prosocial Interaction: Means, Standard Deviations, T-Values, and the Significance of Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction

Reading motivation constructs	N	\bar{X}	Mean Differences	S.D.	t.	df.	Sig.
Prosocial interaction (before)	28	2.98	-.34	.53	-3.39	28	.002
Prosocial interaction (after)	28	3.31					

*P < .05

From Table 23, the mean scores of the prosocial interaction construct, after receiving the concept-oriented instruction, were higher than those before receiving the instruction. Twenty-eight students participated in this test. The mean scores of the pre-questionnaire were 2.98 and of the post-questionnaire were 3.31. The mean difference was -.34. The t-values were -3.39. The mean score of prosocial interaction, before and after receiving the instruction, were different, at the significance level of .002 ($p < .05$). Therefore, the prosocial interaction of the students significantly increased, after receiving the concept-oriented reading instruction.

In conclusion of the affirming motivations, the results revealed that the intrinsic motivation, self-efficacy, and prosocial interaction of the students significantly increased after the treatment.

4.2.2.2 Undermining Motivations

4.2.2.2.1 Avoidance

Table 24

Avoidance: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction

Reading motivation constructs	N	\bar{X}	Mean Differences	S.D.	t.	df.	Sig.
Avoidance (before)	28	2.38	-.07	2.69	-.57	28	.58
Avoidance (after)	28	2.45					

*P < .05

From Table 24, the mean scores of the avoidance construct, before and after receiving the instruction, were not different, at the significance level of .58 ($p < .05$). This meant that, after receiving concept-oriented reading instruction, there were not any significant differences in the avoidance.

4.2.2.2.2 Perceived Difficulty

Table 25

Perceived Difficulty: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction

Reading motivation constructs	N	\bar{X}	Mean Differences	S.D.	t.	df.	Sig.
Perceived difficulty (before)	29	2.86	.36	.65	2.99	28	.006
Perceived difficulty (after)	29	2.50					

*P < .05

From Table 25, the mean scores of the perceived difficulty construct, after receiving the concept-oriented instruction, were lower than those before receiving the instruction. Twenty-nine students participated in this test. The mean scores of the pre-questionnaire were 2.86 and of the post-questionnaire were 2.50. The mean difference was .36. The t-values were 2.99. The mean scores, before and after receiving the instruction, were different, at the significance level of .006 ($p < .05$). Therefore, the perceived difficulty of the students significantly decreased, after receiving concept-oriented reading instruction.

4.2.2.2.3 Antisocial Interaction

Table 26

Antisocial Interaction: Means, Standard Deviations, T-Values, and the Significance Before and After Receiving Christian Theological Reading Using Concept-Oriented Reading Instruction

Reading motivation constructs	N	\bar{X}	Mean Differences	S.D.	t.	df.	Sig.
Antisocial interaction (before)	29	1.41	-.16	.56	-1.48	28	.150
Antisocial interaction (after)	29	1.57					

*P < .05

From Table 26, the mean scores of the antisocial interaction construct, before and after receiving the instruction, were not significant, at the significance level of .150 ($p < .05$). This meant that, after receiving concept-oriented reading instruction, there were not any significant differences in antisocial interaction.

In conclusion of the undermining motivation, only the perceived difficulty was significantly decreased after the treatment, while the avoidance and the antisocial were not found any significant differences.

To conclude from all the constructs of reading motivations, the concept-oriented reading instruction can help increase all affirming motivations, including

intrinsic motivation, self-efficacy, and prosocial interaction, and also help decrease one undermining motivation, which was perceive difficulty. There were not any significant difference in avoidance and antisocial interaction.

4.2.3 Additional Findings

According to the comments from the questionnaire, there were the additional findings for each construct respectively. The comment report was displayed according to the number of the questionnaire responders.

4.2.3.1 Affirming Motivations

4.2.3.1.1 Intrinsic Motivation

In intrinsic motivation construct, the students had low intrinsic motivation in reading, before participating in theological reading using concept-oriented reading instruction, due to the lack of self-enjoyment, self-efficacy and comprehension. Moreover, the relationship between lack of intrinsic motivation and of comprehension was also found. The examples of the comments are as below.

Lack of self-enjoyment (before)

Pre-Questionnaire No.019

“การอ่านภาษาอังกฤษเชิงเทววิทยาไม่สนุก”

“I don’t enjoy reading in Christian theological reading class.”

Pre-Questionnaire No.028

“ฉันไม่ค่อยชอบอ่านภาษาอังกฤษเชิงเทววิทยาเท่าไร”

“I don't quite like reading in Christian theological reading class.”

Pre-Questionnaire No.025

“ฉันคิดว่าการอ่านภาษาอังกฤษเชิงเทววิทยามันเครียด”

“I think reading in Christian theological reading class is stressful.”

Lack of self-efficacy (before)

Pre-Questionnaire No.006

“ฉันไม่ค่อยมั่นใจเวลาอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน”

“I lose self-confidence when I read in Christian theological reading class.”

Pre-Questionnaire No.019

“ฉันกลัวคำศัพท์ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน”

“I'm afraid of vocabulary in Christian theological reading class.”

Pre-Questionnaire No.028

“กลัวว่าจะอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนไม่ได้”

“I'm afraid of not being able to read in Christian theological reading class.”

Lack of comprehension (before)

Pre-Questionnaire No.025

“การอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนเป็นเรื่องเข้าใจยาก”

“Reading in Christian theological reading is difficult to understand.”

Pre-Questionnaire No.011

“ไม่ค่อยเข้าใจสักเท่าไรในการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน”

“I mostly don’t understand in Christian theological reading”

Pre-Questionnaire No.011

“อ่านไปก็ไม่รู้อยู่แล้ว”

“Even if I read, I will never understand Christian theological reading.”

Relationship between lack of intrinsic motivation and comprehension

(before)

Pre-Questionnaire No.011

“ฉันไม่เข้าใจจึงทำให้การอ่านภาษาอังกฤษเชิงเทววิทยาเป็นเรื่องน่าเบื่อ พออ่านไม่รู้เรื่อง ทำให้ไม่อยากอ่านภาษาอังกฤษเชิงเทววิทยา”

“Because I don’t understand when reading, Christian theological reading class is boring for me. As I don’t understand, I don’t want to read in Christian theological reading class.”

After receiving the instruction, the intrinsic motivation of the students increased, due to three top reasons. First, the students were exposed to good experiences, knowledge, and understandings from the reading course. Second, the

students gained vocabulary along with pronunciations. Third, they received enjoyment and excitement from classroom activities and group work.

4.2.3.1.2 Self-Efficacy

In self-efficacy construct, the comment showed that the students had lacked of self-efficacy in vocabulary and pronunciation, before they received Christian theological reading using CORI. However, after the participation in the course, the comments showed that the self-efficacy of the students increased because they knew more vocabulary, were able to pronounce words, and understood more when reading. Moreover, the comments apparently revealed a relationship between intrinsic motivation and self-efficacy.

4.2.3.1.3 Prosocial Interaction

In prosocial interaction construct, the comments showed that the students had not been able to interact with their classmates before receiving the instruction, due to the lack of comprehension and of self-efficacy. After participating the instruction, the students increased prosocial interactions because they gained more self-efficacy from knowledge and understanding, as well as opportunities to share and exchange ideas.

4.2.3.2 Undermining Motivations

4.2.3.2.1 Avoidance

In avoidance construct, the comments showed that some students still did easy or other things in reading. They practiced pronunciation or reading vocabulary books when reading. They also chose to read easy books, instead of reading Christian theological reading which was harder. The examples of comments are as below:-

Post-Questionnaire No.008

“ฉันเลือกที่จะทำสิ่งอื่นนอกเหนือจากการอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยา
คริสเตียน คือ การฝึกอ่านออกเสียง”

*“I chose to do other things besides reading in Christian theological class that
is to practice pronunciation.”*

Post-Questionnaire No.021

“ฉันเลือกที่จะทำสิ่งอื่นนอกเหนือจากการอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยา
คริสเตียนคือซื้อหนังสือที่เป็นคำศัพท์มาอ่านเล่น”

*“I chose to do other things besides reading in Christian theological class that
is to read the vocabulary book I bought.”*

Post-Questionnaire No.005

“ฉันเลือกหนังสือง่าย ๆ มาอ่านก่อนเพื่อเป็นการปูพื้นฐานการอ่าน”

“I choose easy books to read in Christian theological reading class in order to have a reading basic.”

Pre-Questionnaire No.023

“ฉันเลือกหนังสืออ่านง่ายมาอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน เพราะมันอ่านได้ง่ายและช่วยให้เข้าใจบริบทได้ง่าย”

“I choose easy books to read in Christian theological reading class because it is easy to read and understand the context.”

4.2.3.2.2 Perceived Difficulty

In perceived difficulty construct, the comments showed that the students had high perceived difficulty, before the instruction, due to insufficient vocabulary and poor pronunciation. After the instruction, the students gained more vocabulary and were satisfied in the bible and theological content, which was relevant to their life.

4.2.3.2.3 Antisocial Interaction

In antisocial interaction construct, the comments showed that the students had little antisocial interaction, both before and after receiving the instruction. The examples of the comments were as below:-

Pre-Questionnaire No.018 and Post-Questionnaire No.018

“ฉันไม่เคยล้อเลียนเนื่องจากตนเองก็ไม่ค่อยเข้าใจอยู่แล้ว”

“I never make fun of my classmates’ opinion about what they read because I neither understand what I read.”

Post-Questionnaire No.001

“การล้อเลียนความคิดของผู้อื่นเป็นสิ่งที่ไม่ดี”

“It’s not good to make fun of others’ opinion.”

Post-Questionnaire No. 005, 007, 013, 028, and 026

“ฉันให้เกียรติต่อสิ่งที่เพื่อนในห้องอ่าน”

“I respect what my classmates read.”

According to the comments, the students did not show their antisocial interactions because they paid respect to other people, and they thought they were not good enough to make fun of them.

For overall the results of the reading motivations, the quantitative data and the qualitative data were concluded as follow. For the quantitative aspect, Christian theological reading using concept-oriented reading instruction significantly increased the affirming motivations, in terms of intrinsic motivation, self-efficacy, and prosocial interaction, and also significantly decreased the undermining motivations in term of perceived difficulty. Meanwhile, there was not any significant difference in the avoidance and the antisocial interaction. In addition, the qualitative data provided some profound information for each motivation construct.

4.3 Summary

For the summary of the chapter, it was concluded that the Christian theological reading using concept-oriented reading instruction enhanced the reading comprehension, and improved the reading motivations of the students. The improved reading motivations included the increased affirming reading motivations: intrinsic motivation, self-efficacy, and the decreased undermining motivation: prosocial interaction.

CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

This chapter provided three topics. First, the reviews of the research objectives, the research design, and the research methodology were summarized. Second, the findings were concluded and discussed. Third, the pedagogical implications and recommendations for further studies were given.

5.1 Summary of the Study

The objectives of this study were 1) to investigate the effect of concept-oriented reading instruction on the reading comprehension of the undergraduates at the Bangkok Institute of Theology 2) to investigate the effect of concept-oriented reading instruction on the reading motivation of the undergraduates at the Bangkok Institute of Theology. The research design employed a single group design using both quantitative and qualitative research methods.

The research procedure was divided into two stages. The first stage associated with the development of the Christian theological English reading course using concept-oriented reading instruction, and the second stage involved the implementation of the Christian theological English reading course using concept-oriented reading instruction.

In the first stage, the basic concepts and related documents were explored and studied. It was found that the core components of concept-oriented reading instruction of 2012 were topics, reading strategies, and motivation practices.

Concerning the topics, the theme, the concepts, the topics, and the contents were cooperated in the framework. The theme 'Gospel' was established prior to the concepts, as the ultimate idea of Christian theological reading. Then the concepts of the Bible, the Old Testament and the New Testament were set up as the most essential theological concepts. Finally, the topics and the contents were created by a close regard to the concepts; the topic were narrowed down from the concepts, and the contents summarized the concepts in the form of the question of the week.

Concerning the motivation practices, there were choice, success, collaboration, thematic unit, relevance, and multiple motivations, which were emphasized in each unit of instruction. Concurrently, the reading strategies were summarizing, inferencing, concept mapping, concept mapping with links and inferences, all strategies, and Integration of strategies. After the study of the core components, the framework of Christian theological reading instruction using the concept-oriented reading instruction was established.

For the practicality of reading instruction, the teaching procedure, the instruction manual, and the lesson plans were respectively designed. The teaching procedure consisted of Pre-reading (1) Text selection (2) Word study method (3)

Concept in text; While-reading (4) Motivation support (5) Reading strategies and Post-reading (6) Higher order thinking tasks. Then, the instruction manual provided a unit teaching procedure with the embedment of the weekly motivation practices and weekly reading strategies, based on the framework. Next, the lesson plan was designed, based on the instruction manual.

To verify the effectiveness of the lesson plans, the Christian theological scope and sequence, the teaching procedure, the instruction manual and the lesson plan were examined by the experts with the means of the Index of Item-Objective Congruence. The result was 0.92, which meant the Christian theological lesson plan was congruence. Besides, the unit one of the lesson plan was piloted for four periods two days. The overall classroom instruction went as expected in terms of timing and the students' responses. However, the instructor needed to help the students with guided questions and guided writing, because the student's proficiency was insufficient to complete higher-order thinking task by themselves. Besides, the visualizer was replaced by a classic whiteboard in real class, because it provided more space to present the students' group works.

In the second stage, the Christian theological English reading course using concept-oriented reading instruction was implemented. In advance of the Christian theological reading course using concept-oriented reading instruction, the students' reading comprehension were examined with English reading comprehension pretest,

and the students' reading motivation was also experimented with the reading motivation questionnaire. Then, the Christian theological reading using concept-oriented reading instruction was implemented for six units within twelve weeks. For each unit, the students were engaged in class for two weeks. In the first week, the teaching procedure included Text Selection, Word Study, Concept in Text, and Motivation Support. In the second week, the teaching procedure included Reading Strategies and Higher Order Thinking Tasks. On completion of the course, the students were tested the reading comprehension and the reading motivation again.

The data, obtained from the pretest and posttest of Christian theological English reading comprehension and of reading motivation pre-questionnaires and post-questionnaires, were statistically analyzed by the mean scores, the standard deviation, and the paired-sample t-test.

5.2 Findings

The findings of the study were divided into two aspects: 1) reading comprehension; and 2) reading motivation.

5.2.1 Reading Comprehension

To respond the research question 1, the posttest mean scores of Christian theological reading comprehension test were higher than the pretest mean scores, at the significance level of .000 ($p < .05$) in three levels of comprehension: Literal text comprehension, inferencing; and knowledge construction. Literal text comprehension

and inferencing were found greater improvement than knowledge construction. In short, Christian theological reading using concept-oriented reading instruction helped enhance the students' reading comprehension significantly.

5.2.2 Reading Motivation

To respond the research question 2, the mean scores of the reading motivation of the students, after receiving Christian theological reading using concept-oriented reading instruction, were higher than the mean scores before receiving the instruction at the significance level of .000 ($p < .05$), in terms of intrinsic motivation, self-efficacy, and prosocial interaction which were affirming motivations. For undermining motivations, the posttest mean scores of the perceived difficulty after the instruction were also lower than those before, at a significant level of .000 ($p < .05$). However, two undermining motivations, which were avoidance and antisocial interaction, received no significant difference.

5.3 Discussions

There were two topics to be discussed: 1) Reading comprehension and 2) Reading motivation.

5.3.1 Reading Comprehension

5.3.1.1 Improvement in Reading Comprehension by Integrative Reading Strategies

In CORI lesson plan, three types of reading strategies, including summarizing, inferencing, and concept mapping, were taught to foster three levels of comprehension: literal text information, inferencing, and knowledge construction. However, the implementation of all strategies was cooperatively planned throughout six units: reading strategies during the first three units and the integration of strategies during the last three units (Guthrie, Mason-Singh, et al., 2012).

Anderson (1991, as cited in Haley & Ausin, 2004) revealed that there are no one-to-one relationship between particular strategies and successful reading comprehension. Reading comprehension could not be accomplished by one single process, but needed to be considered cooperatively. This was consistent with Jordan (1997) that the reading strategies appeared to be integrated or combined within content-based units.

According to Brown (2001), reading is an interactive skill, which was a combination of top-down and bottom-up skills. In CORI's levels of comprehension, the literal text information was comparable to bottom-up skills, while the inferencing and knowledge construction were regarded as top-down skills. As the different levels of comprehension must be processed to produce the ultimate goal of reading comprehension (Kintsch, 1998, Kintsch & Kintsch, 2005 cited in Klauda & Guthrie, 2012) the reading strategies were multiple and integrated to help enhance all processes of the reading comprehension (Guthrie, Mason-Singh, et al., 2012).

In the validation process of the Christian theological reading comprehension test, the expert suggested the test to be modified, from one passage testing each particular level of comprehension, to one passage evaluating all the three levels of comprehension.

Additionally, according to the test results yielded in three different levels of comprehension, the students received greater improvement in literal text comprehension and inferencing than the knowledge construction. The students' comments in the questionnaire also indirectly reflected the understanding from literal text comprehension and inferencing, while there were not any comments concerning the improvement in knowledge construction.

In CORI, knowledge construction was the ultimate goal of comprehension, while the literal text comprehension and inferencing prepared the way. As the students improved a little in knowledge construction, which was the highest goal, it could be interpreted that the students have not fully reached the success, or they still needed more duration to achieve the highest goal of reading comprehension.

In brief, it can be concluded from this study that the integration of multiple strategies, which were implemented cooperatively, helped produced all levels of comprehension effectively.

5.3.1.2 Improvement in Reading Comprehension by Instructional

Procedure

In this study, the instructional procedure consisted of Pre-reading (1) Text selection (2) Word study method (3) Concept in text; While-reading (4) Motivation support (5) Reading strategy, and Post-reading (6) Higher order thinking tasks.

During treatment, Word study method, in the beginning of each lesson, helped students to learn the vocabulary from the texts, along with saying words. Jordan (1997) also said that reading skills were often practiced with word study, vocabulary and grammar practice. Aquiar and Brady (1991, cited in Richardson & Morgan, 2003) also suggested Word Attack Paradigm, where less-skilled readers established accurate phonological representations for new words, in order to help students with the recognition of words. Kluda et al. (2012) recommended a typical reading instruction for struggling readers to devote to word study in the first 15 minutes of instruction by saying parts of words, saying the whole words, and making it a real word, along with marking affixes and vowels.

In addition, according to the comments in the questionnaire, learning vocabulary with pronunciation was most frequently mentioned as the foundation for the students' comprehension. This result also accorded to the needs analysis of English reading for specific purposes (Kiriratnitikul, 2013), where the lack of vocabulary was found the main problem of the students' reading ability. Hence, the

vocabulary acquisition turned out to be the crucial stage of the English language learning (Na Lumpang, 2011).

As a result, the Christian theological students were well equipped with the vocabulary and pronunciation, which improved the reading fluency and the literal text comprehension. In other words, CORI instructional procedure can help improve reading comprehension for the Christian theological students.

5.3.2 Reading Motivation

As the mean scores of the reading motivation questionnaire increased, after receiving the Christian theological reading using the concept-oriented reading instruction, reading motivation is therefore discussed in two following topics: 5.3.2.1 the multiple motivation practices 5.3.2.2 the relationship with the reading comprehension.

5.3.2.1 Multiple Motivation Practices

In this study, six motivation practices included choice, success, collaboration, thematic unit, relevance, and multiple motivations (Guthrie, Mason-Singh, et al., 2012). Each of them was weekly emphasized in the classroom, aiming to increase three affirming motivations and to decrease three undermining motivations.

5.3.2.1.1 Increase of Affirming Reading Motivations

According to CORI, the affirming reading motivations included intrinsic motivation, self-efficacy, and prosocial interaction. The results from the reading

motivation questionnaire yielded that each construct of affirming motivations increased significantly in accordance with the results in Guthrie, Mason-Singh, et al. (2012). Moreover, the students also gave comments that their intrinsic motivation, self-efficacy, and prosocial interaction were raised during the classroom instruction. In conclusion, multiple motivations employed throughout the experiment could help increase affirming reading motivation undoubtedly.

5.3.2.1.2 Decrease of Undermining Reading Motivations

The undermining reading motivations included avoidance, perceived difficulty, and antisocial interaction. The multiple motivations practices, being used along the treatment, aimed to decrease these undermining motivations. However, the results from the questionnaire showed that perceived difficulty, one of the undermining motivations, decreased significantly. This result differed from the one in Guthrie, Mason-Singh, et al. (2012) where all the undermining motivations had decreased.

The reasons why avoidance and antisocial interaction received no significant differences could be explained based on the students' comments.

According to the comments in the avoidance construct of the reading motivation questionnaire, some students chose to do other things in reading, such as practicing pronunciation or reading vocabulary books when reading. Some also chose to read easy books, instead of reading Christian theological reading. This result turned out different from several CORI studies that yielded the decrease of reading

avoidance. Even more, it also contradicted to the results of the negative association between intrinsic motivation and avoidance of American students whose English is their native language. The reason could be due to the context of English. Krachu (1985, as cited in Graddol, 2006) proposed that native speakers generally performs high proficiency in English language, whereas people, who use English as a foreign language, belong to low proficiency. As a matter of this fact, English for Thai Christian theological students in this study is EFL, which is in a different context from the CORI studies. Therefore, even their intrinsic motivation increases, their avoidance still remained strong and did not decrease. Besides, the time duration of this study might be too short to improve avoidance. In a nutshell, the result from the avoidance construct did not decrease significantly after the treatment probably due to the context of English and the length of time.

In the antisocial interaction construct, the comments revealed that these religious students did not perform any differences in antisocial interactions, whether before or after the experiment. According to Coddington (2009), students who perform antisocial interactions make fun of or do not respect other students' opinions or comments about what they read. This could be because they were being Christian theological students who follow the Christian great commandments:

³⁷ *Jesus answered, "Love the Lord your God with all your heart, with all your soul, and with all your mind."* ³⁸ *This is the greatest and the most*

*important commandment.³⁹ *The second most important commandment is like it: ‘Love your neighbor as you love yourself.’*⁴⁰ *The whole Law of Moses and the teachings of the prophets depend on these two commandments.”*
(Matthew 22:37-40, "Good News Translation," 1992)*

Based on the Christian teaching about loving one’s neighbor, the Christian theological students, with strong religious purpose, are not supposed to mock their classmates’ opinions, either before or after the instruction. This could be the reason why there were not any significant differences in the antisocial interaction construct.

After considering the overall results of the reading motivations, it was noticeable that the student’s reading motivation could be increased neither naturally, nor by reading strategies. Reading motivation must be raised by teacher’s emphasis of motivation practices in every single lesson.

5.3.2.2 Relationship with Reading Comprehension

The research findings yielded that the Christian theological reading, using concept-oriented reading instruction, could enhance both the reading comprehension and the reading motivation. It was found that the reading comprehension and the reading motivation had kinds of relationship between each other, based on the students’ comments.

Self-efficacy seemed to be the dominant affirming motivation, which played an important role on the reading comprehension. The first evidence was from the

comments: when the students knew how to read, their self-efficacy increased, and led to reading comprehension. This relationship between the self-efficacy and the reading comprehension was consistent with the result of Mondri (2014), where self-efficacy and reading ability had an effect on each other. Worakitsawat (2007) additionally proved that self-efficacy, in CORI, increased in two aspects, namely reading confidence and reading challenge. These two aspects gained from students' collaboration and opportunity in reading the text of interest and relevance. In short, reading motivations had some kinds of relationship with reading comprehension.

5.4 Pedagogical Implication

Having long been studied focusing on the reading instruction, CORI research provided a bird-eye view of reading instruction, as it began with componential pedagogy that covered the overall framework. This componential pedagogy consisted of contents, reading strategies, and motivation practices as the main components. Nevertheless, this componential pedagogy does not lead to the separate concern of instruction, but rather to the emphasis of the content, the embedment of the components, and the engagement in reading.

5.4.1 Emphasis on the Content

Regarding the content in language teaching, Brown (2001) raised that when the students focused on the subject matter that is important or relevant to their lives, with useful and practical objectives, they increased their intrinsic motivation for

accomplishing a set of goals. The importance of the content in language teaching was simply based on Krashen who emphasized that meaning should be focused by the student rather than form, with the language input being slightly above the students' proficiency level (Haley & Ausin, 2004).

In CORI, the content performs an important role in engaging the students with motivation and comprehension (Guthrie, Mason-Singh, et al., 2012). The content was ultimately emphasized in several ways. First, it was the first essential component of the CORI framework in the form of 'topic', including the subsets of theme, contents, and concepts. Second, it was one stage of teaching procedure, which was 'concept in text'. Third, it was one motivation practice, which was 'thematic unit'. In Christian theological reading, the content is relevant to the students' life in terms of education and profession so they were motivated to connect the text with their current theological education and profession.

With the background knowledge in theology and the foundation of English from their beginning year, the second year Christian theological students performed their conceptual thinking for in-depth comprehension of the Gospel from the theological texts. According to the comments from the motivation questionnaire, the students also mentioned about the Christian theological contents, which were close to their lives, engaged their interests, and led to their understandings as follow.

Post-Questionnaire No.004

“คำศัพท์ในวิชาการอ่านภาษาอังกฤษเชิงเทววิทยานี้เป็นคำศัพท์ที่ใกล้ตัวและใช้บ่อย”

“The vocabulary in Christian theological reading was close to our lives and frequently used.”

Post-Questionnaire No.013 and No.015

“ฉันชอบอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนเพราะทำให้รู้สึกสนุกกว่าอ่านภาษาไทย และชอบอ่านมากกว่า TOEIC”

“I like to read for Christian theological reading class because I have more fun than reading in Thai. I prefer it to TOEIC class.”

In brief, the content in Christian theology could help engage the students in reading, with the increase of the reading comprehension and of the reading motivation.

5.4.2 Embedment of the Components

Concept-oriented reading instruction was the embedment of the main instructional components. The idea concerning the components began from Guthrie et al. (1996) who discovered that their instructional phase did not reveal the componential analysis, and they began to experiment for it.

As researched-based instruction, CORI has been studying on the effective components on reading achievement. The main components in CORI explicitly consisted of the subcomponents; **the topics** included theme, concepts, topics, and

contents; **the reading strategies** included summarizing, inferencing, concept mapping, concept mapping with links and inferences, all strategies, and integration of strategies; and **the motivation practices** included success, choice, collaboration, thematic unit, relevance, and multiple motivations.

The CORI researchers believed that each component contained a motivational aspect and a cognitive element which were interconnected (Guthrie et al., 2007). As a result, all the CORI components were highly concerned in constructing the scope and sequence evidently. To be more practical, CORI teaching procedure was embedded by all components and aligned pedagogically. It can be concluded that all significant components must be embedded in the teaching procedure in enhancing reading motivation and reading comprehension.

5.4.3 Engagement in Reading

Reading comprehension without reading motivation was just a short-term success in reading. Meanwhile, reading engagement represents reading in which motivational processes and cognitive strategies are simultaneously occurring. Any single aspect could only drive the reading engagement to failure (Guthrie et al., 2007).

The CORI classroom atmosphere was amazing during the practice of Choice in unit 1 when the students read passages from the Bible chosen by themselves with purpose to present what they read in the way they liked to. This atmosphere

reflected the reading engagement of the students which led to their reading comprehension. In other word, engaged readers are intrinsically motivated to read comprehensibly (Guthrie et al., 2007).

When reading motivation and reading comprehension occurred simultaneously and continuously, reading engagement took its place. Reading engagement achieved when the readers were cognitively active and motivated to read. The crucial part that differentiates reading engagement from reading comprehension is reading motivation (Wigfield et al., 2012).

As discussed in 5.3.2, reading motivations, especially self-efficacy, helped increase reading comprehension. Meanwhile, according to the students' comments, reading comprehension reversely brought enjoyment in reading for the students. It seemed that the reading motivation and the reading comprehension interplayed with each other and engaged the students in the cycle of reading rather than short-term separated reading aspects. In conclusion, the reading motivation and the reading comprehension in combination or in cycle could bring forth reading engagement in students' lifelong learning.

5.5 Recommendations

From this study, there are useful recommendations for teachers, researchers, and learners as follow:

5.5.1 Teachers

In this study, it turned out that students were not expected to read for comprehension, but were intrinsically motivated to read for enjoyment with motivation practices and reading strategies. The students became engaged readers, due to their intrinsic motivation in reading. As reading motivation can apparently help precipitate reading engagement, the teacher who teaches reading should be concerned with reading engagement, which leads to a long-term reading habit, instead of merely reading for grades or for any contemporary fulfillments. In brief, reading engagement should be in teacher's main concern, and motivation practices should be emphasized by teacher explicitly when teaching reading.

5.5.2 Researchers

As CORI is a research-based instruction, future researchers should pay close attentions to following helpful suggestions.

5.5.2.1 Explore the Relationships of Dependent Variables

Since the comments gave several clues to different kinds of relationships among the research variables, it is recommended that future researchers should study the following relationships: the relationship between reading strategies and reading comprehension; the relationship between motivation practices and reading motivation; the relationship between reading comprehension and reading motivation; and the relationship between levels of student's English proficiency and reading

comprehension. CORI research has also studied these kinds of relationship even with ethnic students and their reading comprehension. Therefore, it was challenging to Thai researchers to study about the relationships among the variables from CORI research in Thailand.

5.5.2.2 Study the Effects of Reading Comprehension on the Reading Motivation

The research concerning concept-oriented reading instruction basically concluded that the reading comprehension increased when the motivation increased. However, there were some clues in this study revealing that the students' motivation increased when they understood more as they read. Therefore, it is interesting to conduct further research to prove whether the reading comprehension has any effect on the reading motivation of Thai students and why.

5.5.2.3 Use a Follow-up Interview for Qualitative Data

Since the qualitative method of students' comments in this study played an important role in providing data to support the quantitative methods, a follow-up interview was suggested to be used in further research.

A follow-up interview could extend the data in which the researcher is interested. As the comments in the questionnaire were spread by items, the follow-up interview could be grouped by motivation constructs, and used for more specific data. Moreover, the interview could also be used to obtain the feedback from the

teaching procedure, which could help improve more appropriate instructional procedure for Thai students.

5.5.2.4 Never Cease to Research CORI

The researchers of CORI or teachers of reading should be updated with CORI research unceasingly. As CORI is a research-based instructional program of reading instruction, it always improves and develops reading instructions years by years. CORI of previous decades was not the same as the latest CORI. Conducting research of CORI raises awareness to all researchers not to rely their knowledge, understanding, and teaching practices on previous successful assumptions. Rather, be a research-based instructor who studies and researches for the better improvement of his or her instructional life.

5.5.3 Learners

In order to achieve reading comprehension and reading motivation in Christian theological English reading using CORI, learners should have background in Christian beliefs and life of study in the Bible and theology at the theological institute for a period of time.

According to Guthrie, Mason-Singh, et al. (2012), relevance was one of motivation practices in CORI that connected the learners to the text (Richards & Rodgers, 2001) and also fostered intrinsic motivation for long-term reading. As a matter of fact, relevance between students' background knowledge and the

Christian theological content in CORI could motivate readers to construct new Christian theological concepts from reading texts, more effectively than reading without relevance. This was because theological students dedicate their life to understand various perspectives of theology, in order to be equipped to minister in the church in their long-term life goal. In other words, theological students' lives involve Christian theology inseparably.



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APPENDICES

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Appendix A

Lesson plan of the CORI five instructional practices in 2007

(A)	Relevance – First, for 10 min, students performed oral reading fluency activities with poems or information books. Approximately 2 days per week, instead of oral reading fluency, students studied science concepts and/or participated in a hands-on activity (such as drawing a horseshoe crab from observation).
(B)	Choice – Second, the teacher spent 10 min giving a minilesson on comprehension to set the stage for organized guided reading. For the next three 15-min segments, students alternated among small-group guided reading, writing, and independent reading.
(C)	Collaboration – Third, the teacher provided guided reading in three small groups of four or five students for 15 min each. For guided reading, appropriate-level texts were used for modeling, scaffolding, and guided practice of the reading comprehension strategies.
(D)	Self-efficacy support – During the writing segment, students made entries into their portfolios based on their information books used in the comprehension lesson, or they wrote reactions to their novels that were used in small-group discussions.
(E)	Thematic units – During independent reading activity, students silently read their book club novels. When requested, students took notes and prepared reaction entries for their journals. These five segments totaled 65 min of instruction. Some teachers added approximately 5 min to each activity to extend the instruction to 90 min.

Appendix B

Instruction Manuals of Unit 1 to 6

Unit 1 Components

Unit	Unit 1
Concept	Bible
Topic	Meaning of the Gospel in the New Testament
Content	What does the New Testament speak about the Gospel?
Reading strategies	Summarizing
Motivation practices	Choice

Unit 1 Instruction manual

Time	Teaching Procedure	Instruction manual
Week 1 (Total 120 minutes)		
	<u>Pre-reading</u> (1) Text selection	<ul style="list-style-type: none"> Teacher selects Bible text from the New Testament, speaking about the Gospel.
15 minutes	(2) Word study	<ul style="list-style-type: none"> Teacher selects 10 words that students may encounter in the passages, says the same parts of words then the whole words. Students pronounce each word. Teacher makes the real word with examples/pictures of the word meaning.
15 minutes	(3) Concept in text	<ul style="list-style-type: none"> Teacher says the question of the week, “What does the New Testament speak about the Gospel?”, along with other questions related to the Bible concept.
90 minutes	<u>While reading</u> (4) Motivation support	<ul style="list-style-type: none"> Provide one motivation support ‘Choice’ with the following practices:

		<p>(a) student input into topics or sequence of topics</p> <p>(b) self-selection of books or sections of books</p> <p>(c) selecting partners for teams</p> <p>(d) options for demonstrating learning from text</p>
Week 2 (Total 120 minutes)		
60 minutes	(5) Reading strategy	<ul style="list-style-type: none"> ● The reading strategy this week is 'Summarizing'. <p>(a) students are learning in a procedure of identifying key words in text, locating supporting facts, and deleting extraneous material from a small paragraph,</p> <p>(b) students write a composition of a summary.</p> <p>(c) The instruction will move from single paragraphs to pairs of paragraphs to whole pages and whole sections of information text.</p>
60 minutes	Post-reading (6) Higher order thinking tasks	<ul style="list-style-type: none"> ● Students answer the weekly question by small group discussion or writing.

Unit 2 Components

Unit	Unit 2
Concept	Bible
Topic	Meaning of the Gospel in the Old Testament
Content	What does the Old Testament speak about the Gospel?
Reading strategies	Inferencing
Motivation practices	Success

Unit 2 Instruction manual

Time	Teaching Procedure	Instruction manual
Week 1 (Total 120 minutes)		
	<u>Pre-reading</u> (1) Text selection	<ul style="list-style-type: none"> Teacher selects Bible text from the Old Testament, speaking about the Gospel.
15 minutes	(2) Word study	<ul style="list-style-type: none"> Teacher selects 10 words that students may encounter in the passages, says the same parts of words then the whole words. Students pronounce each word. Teacher makes the real word with examples/pictures of the word meaning.
15 minutes	(3) Concept in text	<ul style="list-style-type: none"> Teacher says the question of the week, “What does the Old Testament speak about the Gospel?”, along with other questions related to the Bible concept.
90 minutes	<u>While reading</u> (4) Motivation support	<ul style="list-style-type: none"> Provide one motivation support ‘Success’ with the following practices: <ol style="list-style-type: none"> providing texts that are readable, peer or teacher feedback regarding success,

		<p>(c) providing videos that support text comprehension,</p> <p>(d) students' recognition of using reading strategies,</p> <p>(e) students' recognition of their own content knowledge expertise, and</p> <p>(f) setting realistic goals for task interaction with text.</p>
Week 2 (Total 120 minutes)		
60 minutes	(5) Reading strategy	<ul style="list-style-type: none"> ● The reading strategy this week is 'Inferencing'. (a) At the paragraph level, students are requested to draw inferences between pairs of sentences.
60 minutes	<p><u>Post-reading</u></p> <p>(6) Higher order thinking tasks</p>	<ul style="list-style-type: none"> ● Students answer the weekly question by small group discussion or writing.

Unit 3 Components

Unit	Unit 3
Concept	Old Testament Theology
Topic	Gospel in Psalms
Content	How do Psalms speak about the Gospel?
Reading strategies	Concept mapping
Motivation practices	Collaboration

Unit 3 Instruction manual

Time	Teaching Procedure	Instruction manual
Week 1 (Total 120 minutes)		
	<u>Pre-reading</u> (1) Text selection	<ul style="list-style-type: none"> Teacher selects an Old Testament theological text in Psalms, speaking about the Gospel.
15 minutes	(2) Word study	<ul style="list-style-type: none"> Teacher selects 10 words that students may encounter in the passages, says the same parts of words then the whole words. Students pronounce each word. Teacher makes the real word with examples/pictures of the word meaning.
15 minutes	(3) Concept in text	<ul style="list-style-type: none"> Teacher says the question of the week “How do Psalms speak about the Gospel?”, along with other questions related to the Old Testament theological concept.
90 minutes	<u>While reading</u> (4) Motivation support	<ul style="list-style-type: none"> Provide one motivation support ‘Collaboration’ with the following practices: (a) partner or small group reading,

		<p>(b) exchanging ideas and sharing expertise,</p> <p>(c) student-led discussion groups and book talks,</p> <p>(d) team projects such as a poster-making activity,</p> <p>(e) peer conferencing and student feedback.</p>
Week 2 (Total 120 minutes)		
60 minutes	(5) Reading strategy	<ul style="list-style-type: none"> ● The reading strategy this week is 'Concept mapping'. <p>(a) Teacher manifests a pyramid structure of a superordinate main idea, supported by three to five concepts of examples/evidence.</p> <p>(b) From their own texts, students matched the particular form of concept mapping.</p> <p>(c) Students link idea units semantically.</p> <p>(d) Students add their own inference to the concept map.</p>
60 minutes	Post-reading (6) Higher order thinking tasks	<ul style="list-style-type: none"> ● Students answer the weekly question by small group discussion or writing.

Unit 4 Components

Unit	Unit 4
Concept	Old Testament Theology
Topic	Gospel in Isaiah
Content	How does Isaiah speak about the Gospel?
Reading strategies	Concept mapping with links and inferences
Motivation practices	Thematic unit

Unit 4 Instruction manual

Time	Teaching Procedure	Instruction manual
Week 1 (Total 120 minutes)		
	Pre-reading (1) Text selection	<ul style="list-style-type: none"> Teacher selects an Old Testament theological text in Isaiah, speaking about the Gospel.
15 minutes	(2) Word study	<ul style="list-style-type: none"> Teacher selects 10 words that students may encounter in the passages, says the same parts of words then the whole words. Students pronounce each word. Teacher makes the real word with examples/pictures of the word meaning.
15 minutes	(3) Concept in text	<ul style="list-style-type: none"> Teacher says the question of the week, “How does Isaiah speak about the Gospel?”, along with other questions related to the Old Testament theological concept.
90 minutes	While reading (4) Motivation support	<ul style="list-style-type: none"> Provide one motivation support ‘Thematic unit’ with the following practices: <ol style="list-style-type: none"> answer questions,

		(b) talk with peers, (c) write opinions confidently
Week 2 (Total 120 minutes)		
60 minutes	(5) Reading strategy	<ul style="list-style-type: none"> • The reading strategy this week is ‘Concept mapping with links and inferences’. (a) Students matched the particular form of concept mapping. (b) Students link idea units semantically. (c) Students add their own inference to the concept map.
60 minutes	<u>Post-reading</u> (6) Higher order thinking tasks	<ul style="list-style-type: none"> • Students answer the weekly question by small group discussion or writing.



Unit 5 Components

Unit	Unit 5
Concept	New Testament Theology
Topic	Gospel in Matthew
Content	How does Matthew speak about the Gospel?
Reading strategies	All strategies
Motivation practices	Relevance

Unit 5 Instruction manual

Time	Teaching Procedure	Instruction manual
Week 1 (Total 120 minutes)		
	<u>Pre-reading</u> (1) Text selection	<ul style="list-style-type: none"> Teacher selects a New Testament theological text in Matthew, speaking about the Gospel.
15 minutes	(2) Word study	<ul style="list-style-type: none"> Teacher selects 10 words that students may encounter in the passages, says the same parts of words then the whole words. Students pronounce each word. Teacher makes the real word with examples/pictures of the word meaning.
15 minutes	(3) Concept in text	<ul style="list-style-type: none"> Teacher says the question of the week, “How does Matthew speak about the Gospel?”, along with other questions related to the New Testament theological concept.

90 minutes	<u>While reading</u> (4) Motivation support	<ul style="list-style-type: none"> ● Provide one motivation support ‘Relevance’ with the following practices: <ul style="list-style-type: none"> (a) videos related to the conceptual theme (b) a paragraph of relevant text
Week 2 (Total 120 minutes)		
60 minutes	(5) Reading strategy	<ul style="list-style-type: none"> ● The reading strategy this week is ‘All strategies’ (Summarizing, Inferencing, Concept mapping). <ul style="list-style-type: none"> (a) Students do summarizing (b) Students do inferencing (c) Students do concept mapping
60 minutes	<u>Post-reading</u> (6) Higher order thinking tasks	<ul style="list-style-type: none"> ● Students answer the weekly question by small group discussion or writing.

Unit 6 Components

Unit	Unit 6
Concept	New Testament Theology
Topic	Gospel in Luke
Content	How does Luke speak about the Gospel?
Reading strategies	Integration of strategies
Motivation practices	Multiple motivations

Unit 6 Instruction manual

Time	Teaching Procedure	Instruction manual
Week 1 (Total 120 minutes)		
	<p><u>Pre-reading</u></p> <p>(1) Text selection</p>	<ul style="list-style-type: none"> Teacher selects a New Testament theological text in Luke, speaking about the Gospel.
15 minutes	(2) Word study	<ul style="list-style-type: none"> Teacher selects 10 words that students may encounter in the passages, says the same parts of words then the whole words. Students pronounce each word. Teacher makes the real word with examples/pictures of the word meaning.
15 minutes	(3) Concept in text	<ul style="list-style-type: none"> Teacher says the question of the week, “How does Luke speak about the Gospel?”, along with other questions related to the New Testament theological concept.

90 minutes	<u>While reading</u> (4) Motivation support	<ul style="list-style-type: none"> ● Provide one motivation support ‘Multiple motivations’ with the following practices: <ul style="list-style-type: none"> (a) choice (b) success (c) collaboration (d) thematic units (e) relevance
Week 2 (Total 120 minutes)		
60 minutes	(5) Reading strategy	<ul style="list-style-type: none"> ● The reading strategy this week is ‘Integration of strategies’. (a) Students do concept mapping with summarizing and inferencing.
60 minutes	<u>Post-reading</u> (6) Higher order thinking tasks	<ul style="list-style-type: none"> ● Students answer the weekly question by small group discussion or writing.

Appendix C

Lesson Plans of Unit 1 to 6

UNIT 1

Instruction manual	Teacher (T)	Students (S)
<p>Week 1 (2 hours: 120 minutes)</p> <p>Pre-reading (30 minutes)</p> <p>(1) Text selection</p> <p>(1.1) Teacher selects Bible text from the New Testament, speaking about the Gospel.</p>	<p>(1.1) Teacher prepares 10 New Testament Bibles.</p>	<p>(The second year students have just returned to the college after long vacation.)</p>
<p>(Greeting)</p>	<p><i>Good morning, students.</i></p> <p><i>I'm glad to see all of you again this semester in English III course. Who know what this course is about?</i></p> <p><i>It is reading!</i></p> <p><i>I do understand how you feel. Reading is important for your students' life. But in this course, I try to make it different! What if I open some VDO clip?</i></p> <p><i>What if I sometimes let you choose to read by yourself?</i></p> <p><i>What if I let you learn by helping each other?</i></p> <p><i>What if I try to explain you the way to read as clearly as possible?</i></p> <p><i>And what if I let you read the Bible and theological passages from your OT and NT class?</i></p> <p><i>I'm glad that you feel a little better with English reading. The theme 'the Gospel' is selected by</i></p>	<p><i>Good morning, teacher.</i></p> <p><i>Grammar. Vocabulary. Writing. Reading.</i></p> <p><i>Oh! Teacher, I don't like reading!</i></p> <p><i>Wow!</i></p> <p><i>Ummm!</i></p> <p><i>That would be great!</i></p> <p><i>Can you???</i></p> <p><i>So we can learn from 2 courses at the same time! Teacher I can't wait!</i></p> <p><i>Because the Gospel is the heart of Christian's life.</i></p>
<p>(2) Word study (15 minutes)</p>		

<p>(2.1) Teacher selects 10 words that students may encounter in biblical passages.</p> <p>(2.2) With highlighted prefixes, suffixes, and vowels, teacher say the same parts of words from particular prefixes, suffixes, and vowels, while students listen and practice pronouncing each word. Finally, teacher says the whole word of each.</p> <p>(2.3) Teacher makes the real word with examples/pictures of the word meaning.</p>	<p><i>most of you last year. Why is it so?</i></p> <p><i>Excellent! So today, let me begin with the words you will find in the passage. (2.1) (T displays the selected words: <i>disciple, Galilee, worship, doubt, authority, therefore, nation, baptize, command, surely.</i>)</i></p> <p>(2.2) (T displays the same words with highlighted vowels. T say same vowel sounds) <i>dis / li / ship / rity / ly ;</i> <i>ci / tize ;</i> <i>thor / fore ;</i> <i>Gal / bap / mand / there ;</i></p> <p>Finally, T says the whole word of each: <i>disciple, Galilee, worship, doubt, authority, therefore, nation, baptize, command, surely</i></p> <p>(2.3) T displays each word together with picture representing the meaning of the word. <i>(Excellent! You've done a great job.)</i></p>	<p>(S see the words.)</p> <p>(S repeat after T) <i>dis / li / ship / rity / ly ;</i> <i>ci / tize ;</i> <i>thor / fore ;</i> <i>Gal / bap / mand / there ;</i></p> <p>(S repeat the whole word after T) <i>disciple, Galilee, worship, doubt, authority, therefore, nation, baptize, command, surely</i></p> <p>(S read each word by themselves.)</p>
<p>(3) Concept in text (15 minutes)</p> <p>(3.1) Teacher says the question of the week, “What does the New Testament speak about the Gospel?”, along with other questions related to the Bible concept.</p>	<p>(3.1) <i>As told earlier, the main theme of our reading course is the Gospel. Each week, we will learn different topic about the Gospel by trying to find the answer for the weekly question. The question of this week is “What does the New Testament speak about the Gospel?” Before we answer that question, can you tell me...</i></p> <p><i>What is the Gospel?</i></p> <p><i>And what is the Good News about?</i></p>	<p><i>It's about the Good News.</i></p> <p><i>About Jesus Christ.</i></p>

	<p><i>In what parts of Jesus Christ's life?</i></p> <p><i>Which books in New Testament speak about the Gospel?</i></p>	<p><i>Birth, teachings, ministries, death, redemption, resurrection, ascension, evangelization etc.</i></p> <p><i>S answer: Matthew, Mark, Luke, Acts, Rome,...)</i></p>
<p>While reading</p> <p>(4) Motivation support of 'Choice' (90 minutes)</p> <p>(4.1) student input into topics or sequence of topics</p> <p>(4.2) self-selection of books or sections of books</p> <p>(4.3) selecting partners for teams</p> <p>(4.4) options for demonstrating learning from text</p>	<p>(4.1) (10 min.) <i>Your answers are all correct. The Gospel is mostly found in the first four books in New Testament.</i></p> <p><i>In order to answer the question of the week, can you suggest the topics from New Testament that speak about the Gospel?</i></p> <p></p> <p><i>Thank you for the topics you suggest well. (T writes the suggested topics on paper and stick on the board.)</i></p> <p>(4.2) (4.3) (10 min.) <i>Now I'd like you to form a group of 4 (7 groups) and select one topic and the book to read together.</i></p> <p><i>(T gives each group a piece of paper on which students write the topic, the book to read, and the member names. In five minutes, T calls for attention and ask the topic from each group.)</i></p> <p>(4.4) (10 min.) <i>Before time for group reading, I'd like to ask your idea about how each group will demonstrate what you have read.</i></p> <p><i>(If there are too many suggestions exceeding the time allotment, T</i></p>	<p><i>The topics about the Gospel could be</i></p> <ul style="list-style-type: none"> - <i>The love of God</i> - <i>The birth of Jesus Christ</i> - <i>The teachings and preachings</i> - <i>Jesus' Great Commission</i> - <i>Jesus's death and crucifixion</i> - <i>The power of the Gospel</i> - <i>The Gospel in Matthew</i> - <i>The Gospel in Mark</i> - <i>The Gospel in Luke</i> - <i>The Gospel in John</i> - <i>The Gospel by the Acts of apostles</i> - <i>The Gospel in Rome)</i> <p>(Students look for the friends to form a group. Each group discusses to select the topic and the book, then write them on the paper)</p> <p>(Students suggest:)</p> <ul style="list-style-type: none"> - <i>Read your text!</i> - <i>Sing a Christian song related to the text.</i> - <i>Role-play from the text.</i> - <i>Tell us how it is related to the</i>

	<p>concludes with only 2-3 ideas in group reading demonstrations.)</p> <p>(Teacher allots 20 minutes for every group to look for the passage and do group reading. Teacher observes the students' teamwork and provides appropriate help or advice when needed.)</p> <p>(40 min) <i>Each group has 5 minutes to demonstrate what they learn from the text under the selected topics.</i></p>	<p><i>Gospel.</i></p> <p><i>- Tell us how you understand the meaning of the Gospel.</i></p> <p>(Students read the text in group and discuss about how to demonstrate what they read.)</p> <p>(Students demonstrate what they read by the way they chose by themselves.)</p>
<p>Week 2 (2 hours: 120 minutes)</p> <p>(5) Reading strategy (40 minutes)</p> <p>The reading strategy this week is 'Summarizing'.</p> <p>- From a small paragraph, students are learning in a procedure of (5.1) identifying key words in text, (5.2) locating supporting facts, and (5.3) deleting extraneous material, followed by (5.4) written composition of a summary. The instruction will move from single paragraphs to pairs of paragraphs to whole pages and whole sections of information text.</p>	<p>(5 min.) <i>Last week, we learned about 7 topics about the Gospel from each group. This week, we're going to learn how to read by a strategy of summarizing. Does anyone know what is summarizing? How is it important in reading?</i></p> <p><i>Thanks everyone for your sharing. - Summarizing is to conclude what we read from the text. Many times we don't have time to read everything. We summarize! I will show you an example from Matthew 28:16-20.</i></p> <p><i>The Great Commission</i></p> <p><i>¹⁶ Then the eleven disciples went to Galilee, to the mountain where Jesus had told them to go. ¹⁷ When they saw him, they worshiped him; but some doubted. ¹⁸ Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. ¹⁹ Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son</i></p>	<p><i>- Summarizing is to make the reading short but meaningful.</i></p> <p><i>- Summarizing is useful for me, teacher. I cannot summarize whenever I read.</i></p>

	<p>and of the Holy Spirit,²⁰ and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.”</p> <p>(Matthew 28:16-20, New International Version)</p> <p>(5.1) (15 min.) Identifying key words in text:</p> <p><i>The first step in summarizing is to find the key words in text. The key word must closely relate to the topic of the text and of the week. So what are the key words of this text? Which words are related to ‘Great Commission’?</i></p> <p>(After students suggest the key words, T ask students to reconsider whether all words are the key.) <i>‘Do all words relate to the topic ‘the Great Commission’ and ‘the Gospel’?</i></p> <p><i>Now you see the key words become the main idea! Let’s link the key words by giving answers to who, what,</i></p> <p>(5.2) (5 min.) Locating supporting facts:</p> <p><i>Now, we look at the text again and see what are the facts that support the main idea. Which parts or sentences do you find important to support the main idea.</i></p> <p>(5.3) (5 min.) Deleting extraneous material:</p> <p><i>Now, let’s see whether the remaining parts could be deleted in our summarizing work.</i></p>	<p><i>Jesus, disciples, go, make disciples, baptizing them, teaching them to obey, authority, worship, nations,</i></p> <p><i>- I think ‘worship’ is not! I agree!</i> <i>- What about ‘authority’? The Great Commission must have authority! The Gospel as well!</i></p> <p><i>Who – Jesus</i> <i>What – command the disciple to go and make disciple</i></p> <p><i>Teacher, I think ‘baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you’ is very important to support the way to go and make disciples.</i></p> <p><i>Yes, we can delete it, teacher!</i> <i>Yes, we can!</i></p>
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	<p>¹⁶ Then the eleven disciples went to Galilee, to the mountain where Jesus had told them to go.</p> <p>¹⁷ When they saw him, they worshiped him; but some doubted.</p> <p>(5.4) (5 min.) Written composition of a summary.</p> <p>Now, it's the time for each group to summarize your own text by the steps guided. T allots 15 minutes for each group to summarize own texts.</p>	<p>Here we can summarize that: Jesus commanded the disciples to go and make disciples everywhere by baptizing them and teaching them.</p>
<p>Post-reading (80 minutes)</p> <p>(6) Higher order thinking tasks (80 minutes)</p> <p>(6.1) The whole class chooses the way to answer the weekly questions by writing or class discussion.</p>	<p>(6.1) It'll be helpful that we choose the way to answer the weekly questions.</p> <p>Sure. It is "What does the New Testament speak about the Gospel?"</p> <p>(Teacher facilitates students' discussion, especially by assuring the right idea and enhancing its applicability)</p> <p>Can you, Nikom? You can do it! You're on the right track, Warut!</p> <p>You're thoughtful, Laddawan! Can anyone help her? Asha, Tachi, and Rerita, can you?</p> <p>Now, can you tell me how you will</p>	<p>Teacher, could you please show us the weekly question again?</p> <p>Nikom: Ummm. I think we can find the answer from the work of every group, can't we?</p> <p>Warut: I agree, Nikom. Can you be the presentation organizer? Later we have to spend time having reflection on all the answers. I volunteer to be a moderator for the reflection on the answers.</p> <p>Laddawan: We should also have someone take notes of our reflections and help making conclusion. I volunteer, but I do need some help. Can anyone help me please?</p> <p>Asha, Tachi, and Rerita: Yes, teacher. We'll try our best.</p> <p>Laddawan: Thank you my dear friends!</p> <p>We will present our conclusion</p>

	<p>answer the weekly questions? It sounds great! Be confident! You can do it! And... how long will your spend for the conclusion?</p> <p>OK. You'll need 20 minutes totally. Are you ready to begin to find the answer of the week?</p>	<p>from the whole process we discuss.</p> <p>Warut: 10 minutes is ok for each group presentation. Then we use another 10 minutes to discuss and conclude from them, teacher.</p> <p>Yes. (Each group begins to present the work of summarizing on the screen. After that, they discuss, categorize, and try to conclude from all the answers.)</p>
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UNIT 2

Instruction manual	Teacher (T)	Students (S)
<p>Week 1: 2 periods (120 minutes)</p> <p>PRE-READING (30 minutes)</p> <p>(1) Text selection</p> <p>(1.1) Teacher selects Bible text from the Old Testament, speaking about the Gospel.</p>	<p>(1.1) Teacher prepares the Bible text from Genesis 22:9-19.</p>	
<p>(Greeting)</p> <p>(2) Word study (15 minutes)</p> <p>(2.1) Teacher selects 10 words that students may encounter in biblical</p>	<p><i>Good afternoon, students.</i></p> <p><i>I'm happy to see you every Monday afternoon with Christian Theological Reading class.</i></p> <p><i>I do understand and I will try to make your afternoon class fun and different from other afternoon class.</i></p> <p><i>In last unit, do you remember what we learned in the last unit?</i></p> <p><i>Great! / Fabulous! / Excellent!</i></p> <p><i>Before we begin our lesson, as usual, let's begin with the words you will find in the passage.</i></p> <p>(2.1) <i>These are the words you're going to see in Genesis 22:9-19:</i></p>	<p><i>Good afternoon, teacher!</i></p> <p><i>Me too! /Me not, I'm sleepy in the afternoon!</i></p> <p><i>That would be great!</i></p> <p><i>Thank you!</i></p> <p><i>Jesus! / NT! / The Gospel from the New Testament!</i></p> <p><i>OK teacher! (Students see the words on the screen.)</i></p>

<p>passages.</p> <p>(2.2) With highlighted prefixes, suffixes, and vowels, teacher say the same parts of words from particular prefixes, suffixes, and vowels, while students listen and practice pronouncing each word. Finally, teacher says the whole word of each.</p> <p>(2.3) Teacher makes the real word with examples/pictures of the word meaning.</p>	<p>altar, withheld, ram, sacrificed, burnt offering, instead of, provided, descendants, enemies, obeyed</p> <p>(2.2) <i>First of all, let's take a look at these prefixes.</i> (T say the prefixes) withheld, provided, <i>Next, here are the suffixes.</i> (T say the suffixes)</p> <p>Past or Past participle (regular verbs) : sacrificed, provided, obeyed</p> <p>Nouns: burnt offering, descendants, enemies.</p> <p>(T displays the same whole words with highlighted vowels. T say same vowel sounds)</p> p ar m / s a c / h eld / st ead / ce nd / e n / be yed w ith / f ering / i ns / de d / de s / m ies ; f ice / v ide / ; o / a l / o ff ; ta r / cr i / bu rn t / o f / pr o / da nts / n e ; <p><i>Now, repeat after me word by word, and then you will read them by yourself, OK? (altar, withheld, ram, sacrificed, burnt offering, instead of, provided, descendants, enemies, obeyed)</i></p> <p>(2.3) <i>Last but not least, we learn the meaning of each word. I will show the meaning by picture or example. Please guess the</i></p>	<p>(S repeat after T)</p> <p>ram / sac / held / stead / cend / en / beyed with / fering / ins / ded / des / mies ; fice / vide / ; o / al / off ; tar / cri / burnt / of / pro / dants / ne ;</p> <p>(S repeat the whole word after T) altar, withheld, ram, sacrificed, burnt offering, instead of, provided, descendants, enemies, obeyed</p> <p>(S read each word after T and then by themselves.) S see each word with picture and guess the meaning.</p>
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	<p>meaning!</p> <p>Excellent! You've done a great job!</p>	
<p>(3) Concept in text (15 minutes)</p> <p>(3.1) • Teacher says the question of the week, “What does the Old Testament speak about the Gospel?”, along with other questions related to the Bible concept.</p>	<p>(3.1) <i>Last week, we learned that The Gospel in the New Testament is all about Jesus life. This week, the question of this week is more challenging. It is “What does the Old Testament speak about the Gospel?” Can anyone tell me now?</i></p> <p><i>Can you tell me again, what is the Gospel?</i></p> <p><i>Right! That's why the Good News in NT is about Jesus. In the same way, is there any Good News in the Old Testament? What are they about?</i></p> <p><i>What else?</i></p> <p><i>You are on the right track!</i></p>	<p><i>Oh, what a hard question! Since the Gospel is about Jesus, how can we find the Gospel in OT when Jesus hadn't lived at that time!</i></p> <p><i>The Gospel is the Good News from God!</i></p> <p><i>A lot! The good news occurred many times in the history of Israel when God delivered them!</i></p> <p><i>Teacher, I'm thinking of the prophecies about the Messiah in the books of prophets.</i></p>
<p>WHILE READING</p> <p>(4) Motivation support of 'Success' (90 minutes)</p> <p>(4.1) providing texts that are readable,</p> <p>(4.2) students' recognition of their own content knowledge expertise, and</p> <p>(4.3) providing videos that support text comprehension,</p> <p>(4.4) setting realistic goals for task interaction with text.</p> <p>(4.5) students' recognition of using reading strategies,</p>	<p>(4.1) (10 min.) <i>Now, I have a Bible passage for you from Genesis 22:9-19 (NIV). I give you 5 minutes to go through it quickly and</i> (4.2) <i>tell me just what is the passage about?</i></p> <p><i>Your Bible knowledge never lets me down!</i></p> <p>(4.3) <i>Before we begin to read, I have a VDO clip about Abraham and Isaac. Let's watch it!</i> (T. presented the VDO clip from CBN TV - The Sacrifice of Isaac The Bible Miniseries)</p> <p>(4.4) <i>Today, our goal in reading texts for comprehension is that you will be able to write 1 sentence about the meaning of</i></p>	<p>(4.2) <i>It's about Abraham and Isaac.</i></p> <p><i>Yeah!!!</i></p> <p><i>Just 1 sentence! We can absolutely do it! / That seems not too difficult for me! / That doesn't discourage us at all! / Teacher, you are so kind to</i></p>

	<p><i>the Gospel from the passage.</i></p> <p><i>Even this task looks small, but as we have many of us, 1 sentence from each of us or each group may support our main idea and probably turn to one paragraph!</i></p> <p><i>(4.5) The reading strategy of this unit is 'inferencing'. Does anyone know what is 'inferencing'?</i></p> <p><i>Inferencing is to link text propositions and global understanding of relatively simple text passages.</i></p> <p><i>It means that you can understand and interpret the relationship between sentences, and relationship with the topic.</i></p> <p><i>Good request! Let me show you an example of how to do inferencing from the given passage. Take a look at the first verse, '9 When they reached the place God had told him about, Abraham built an altar there and arranged the wood on it. He bound his son Isaac and laid him on the altar, on top of the wood.'</i></p> <p><i>You see 2 sentences here, don't you?</i></p> <p><i>1: When they reached the place God had told him about, Abraham built an altar there and arranged the wood on it.</i></p> <p><i>2: He bound his son Isaac and laid him on the altar, on top of the wood.</i></p>	<p><i>us!</i></p> <p><i>Yes, teacher. We can do a great thing from each of our small hands!</i></p> <p><i>No, teacher. We never heard this word. What is inferencing?</i></p> <p><i>We still don't understand, teacher.</i></p> <p><i>Ummm. I almost get it. But could you please give us an example.</i></p> <p><i>Yes, we do, teacher.</i></p>
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	<p><i>What is the relationship between Sentence 1 and 2?</i></p> <p><i>Your answer is correct but is there anything more than the sequence of the action?</i></p> <p><i>You begin to understand inferencing! It's more helpful if we move our focus to the first clause, 'When they reached the place God had told him about' How is it telling you about the relationship with the following clause?</i></p> <p><i>Do you notice that which word can tell you the relationship between sentences?</i></p> <p><i>Correct! For inferencing, you have to pay attention to all the markers which link between sentences. The example of the markers are like: when, if, and, or, but, so, therefore, etc. (T should spend time here) Now you may see when we pay attention to 'the relationship' between sentences, you will understand the text deeper than literal meaning.</i></p> <p><i>Now, the time is up for today class! I have homework for you to practice inferencing which is as easy as this. Please form a group of 2-3. There must be 10 groups. Each group tries to figure out the</i></p>	<p><i>The sequence! The action in the first sentence comes before the second one.</i></p> <p><i>(Pause to think) Sentence 1 seems like preparation of the altar. Sentence 2 is the action.</i></p> <p><i>I see the Abraham's success in following God who had told him the place to go./ It's also telling us Abraham's obedience that when he reached the place, he obeyed God immediately!</i></p> <p><i>The word 'when'.</i></p> <p><i>You are right, teacher! I've never thought this way when I read. I start to enjoy reading!</i></p> <p><i>(S practice the assignment as homework in order to recognize the reading strategy 'inferencing')</i></p>
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	<p><i>relationship of your own sentence with the sentence 'before' and 'after'.</i></p>	
<p>Week 2: 2 periods (120 minutes) (5) Reading strategy (40 minutes) The reading strategy this week is 'Inferencing'. (5.1) At the paragraph level, students are requested to draw inferences between pairs of sentences.</p>	<p>(5 min.) <i>Last period, we simply learned what is inferencing. Can anyone tell me what is inferencing?</i></p> <p><i>We also left class with inferencing homework. I hope you be done your homework. What did you learn from the homework?</i></p> <p>(T. collects the homework and randomly scan through them if there are any interesting works from the students.)</p> <p><i>Our today passage is still as same as last time, the story of Abraham's offering as follows:-</i></p> <p>⁹When they reached the place God had told him about, Abraham built an altar there and arranged the wood on it. He bound his son Isaac and laid him on the altar, on top of the wood. ¹⁰Then he reached out his hand and took the knife to slay his son. ¹¹But the angel of the LORD called out to him from heaven, "Abraham! Abraham!"</p> <p>"Here I am," he replied.</p> <p>¹²"Do not lay a hand on the boy," he said. "Do not do anything to him. Now I know that you fear God, because you have not withheld from me your son, your only son."</p> <p>¹³Abraham looked up and there in a thicket he saw a ram caught by its horns. He went over and</p>	<p><i>Inferencing is the relationship between sentences.</i></p> <p><i>We learned a lot, teacher, to think more deeply when we read. Not just word, but the meaning behind it!</i></p>

	<p>took the ram and sacrificed it as a burnt offering instead of his son.</p> <p>¹⁴ So Abraham called that place The LORD Will Provide. And to this day it is said, “On the mountain of the LORD it will be provided.”</p> <p>¹⁵ The angel of the LORD called to Abraham from heaven a second time ¹⁶ and said, “I swear by myself, declares the LORD, that because you have done this and have not withheld your son, your only son, ¹⁷ I will surely bless you and make your descendants as numerous as the stars in the sky and as the sand on the seashore. Your descendants will take possession of the cities of their enemies, ¹⁸ and through your offspring all nations on earth will be blessed, because you have obeyed me.” ¹⁹ Then Abraham returned to his servants, and they set off together for Beersheba. And Abraham stayed in Beersheba. (Genesis 22:9-19 (NIV))</p> <p>(5.1) This period, we’ll go beyond what we did last time by asking and answering the following inferencing question prompts below:-</p>	
	<p>A. How does verse 9 connect to...</p> <ul style="list-style-type: none"> • a previous verse • a previous paragraph • something you already know • something in another part of the 	<p>We’ll try, teacher. But would you please show us an example?</p>

	<p>book</p> <p>B. Why is sentence 9 important...</p> <ul style="list-style-type: none"> • Within this paragraph • To something else on this page • To the topic “the Gospel?” you are reading about • To the big ideas “What does OT speak about the Gospel?” 	<p>OK. Teacher. I think we get some idea from your example.</p>
<p>OK. Here is the example.</p>		
<p>A. Verse 9⁹ When they reached the place God had told him about, Abraham built an altar there and arranged the wood on it. He bound his son Isaac and laid him on the altar, on top of the wood. connect to...</p> <ul style="list-style-type: none"> • a previous verse: Abraham answered his son with trust in God to provide offering and walked. - Connected with the sequenced time and actions, with neither pause, reluctance, nor fear, but full of trust even closing to the time of killing. • a previous paragraph: God tested Abraham’s faith - Connected with the obedient action of readiness to kill his son as offering. • something you already know - Isaac is the only son God gave Abraham with promise to multiply his descendants. How would it be if Isaac had been killed here? • something in another part of the book - the place is Moriya. Altar is simpler than later period. 		

	<p>B. Why is sentence 9 important...</p> <ul style="list-style-type: none"> • <i>Within this paragraph</i> <ul style="list-style-type: none"> - <i>It shows Abraham's obedience in God by traveling to the place and sacrificing his only son.</i> • <i>To something else on this page</i> <ul style="list-style-type: none"> - <i>It shows the first thing he did when he reached the place.</i> • <i>To the topic "the Gospel?" you are reading about</i> <ul style="list-style-type: none"> - <i>Not yet the good news, but bad news when Abraham was in dilemma of obedience when he's going to lose the most precious thing in life.</i> • <i>To the big ideas "What does OT speak about the Gospel?"</i> <ul style="list-style-type: none"> - <i>It's when our life is in the midst of problem.</i> 	
<p>POST-READING (80 minutes) (6) Higher order thinking tasks (80 minutes) (6.1) Students answer the weekly question by small group discussion or writing. (6.2) (from 4.6) peer or teacher feedback regarding success,</p>	<p>Cheer up! You will be fine with it. Let's try!</p> <p>(5.2) <i>In the same group, please use the same verse from your homework and make inferencing by asking inferencing question prompts. Each group writes his/her inferences in worksheet.</i></p> <p><i>Now, it's an exciting time to learn together what you get from your inferencing. But don't forget that our ultimate purpose is to answer the weekly question "What does the OT speak about the Gospel?"</i></p> <p><i>That's a great idea! To make our presentation more interesting and useful, I'd like to suggest that the audience gives feedback for each group about their success.</i></p>	<p>(S spend about 20 minutes working on the worksheet.)</p> <p><i>Teacher, I think we should let each group present their work first and we discuss about the question later.</i></p> <p>(S will present 5 minutes for each group or less. The presentation time will last about 30 minutes including peer feedback.)</p>

	<p><i>Now, it's time to answer the question of the week, "what does this passage from OT speak about the Gospel?"</i></p> <p><i>Good observation!</i></p> <p><i>Is there any the good news here in this story?</i></p> <p><i>How did God save or help?</i></p> <p><i>Now you are closing to the point! So can you answer the question of the week now "what does OT speak about the Gospel?"</i></p>	<p><i>(S pause to think for a while since here the Gospel does not directly speak about Jesus.)</i></p> <p><i>The Gospel is the good news from God.</i></p> <p><i>The good news here is when God saved Isaac's life! / God also helped Abraham from losing his precious son which is his own life!</i></p> <p><i>He saved human's/believer's life by sparing his own offering to die in replace. Oh yeah, teacher. I find an interesting point when God saves, he spares something else to die for, which is like Jesus!</i></p> <p><i>Let me try, teacher. Old testament speaks about the Gospel when God saved believers' or man's life by sparing his own offering to die for.</i></p>
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UNIT 3

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Instruction manual	Teacher (T)	Students (S)
<p>Week 1: 2 periods (120 minutes)</p> <p>PRE-READING (30 minutes)</p> <p>(1) Text selection</p> <p>(1.1) Teacher selects an Old Testament theological text in Psalms, speaking about the Gospel.</p>	<p>(1.1) Teacher prepares texts from "How to read the Psalms?" (Longman, Tremper, 1988)</p>	
<p>(Greeting)</p>	<p><i>Good afternoon students.</i></p> <p><i>Last time, does anyone remember what we learned from the Bible passage?</i></p> <p><i>And do you remember which</i></p>	<p><i>Good afternoon teacher.</i></p> <p><i>We learned from the life of Abraham that God saved man/believer in OT by sending something/someone to die for.</i></p> <p><i>Summarizing? / No. It's inferencing.</i></p>

<p>(2) Word study (15 minutes)</p> <p>(2.1) Teacher selects 10 words that students may encounter in biblical passages.</p> <p>(2.2) With highlighted prefixes, suffixes, and vowels, teacher say the same parts of words from particular prefixes, suffixes, and vowels, while students listen and practice pronouncing each word. Finally, teacher says the whole word of each.</p> <p>(2.3) Teacher makes the real word with examples/pictures of the word meaning.</p>	<p><i>reading strategy did we use?</i></p> <p><i>Today, it's more challenging that our lesson will move a bit far from a single Bible passage to a simple theological text concerning a book of the Bible.</i></p> <p><i>As usual, we start with</i></p> <p><i>You've got used to my teaching plan! Right. Word study will help you more fluent when reading.</i></p> <p><i>Today, the 10 words for word study are displayed on the screen.</i></p> <p><i>(thanks, petition, Psalms, atone, suffered, history, remembered, redemption, perspective, anticipate)</i></p> <p><i>Let's take a look at the words with suffixes:</i></p> <p><i>thanks, <u>petition</u>, Psalms, remembered<u>ed</u>, redemption<u>ion</u></i></p> <p><i>The following vowel sounds:</i></p> <p><i>(ʌəz) thanks, (əɪ) Psalms, (ɪə) atone</i></p> <p><i>(ɪəz, ɪə) remembered, redemption, perspective, anticipate</i></p> <p><i>(ɪ) petition, remembered, redemption, perspective, anticipate, history,</i></p> <p><i>(ɪəz) petition, remembered, atone, suffered, redemption, perspective</i></p> <p><i>Now let's study the meaning of each word together. (T previews the picture, as well as giving the passage for the S to circle all the word in text. Ss try to figure out the meaning from the text alongside.)</i></p>	<p><i>Oh. I'm afraid that I can't understand it as ever. / However, it seems challenging as last 2 units, we could do it even we had been lack of confidence! / I think T. will lead us to achieve as ever. Don't worry too much!</i></p> <p><i>(S answer together) Word study!</i></p> <p><i>That's right! I enjoy word studying!</i></p> <p><i>(Students look at the words shown on the screen.)</i></p> <p><i>(Students read aloud all the suffixes.)</i></p> <p><i>(Students read aloud all the vowel sounds.)</i></p> <p><i>(Students learn and repeat each word.)</i></p>
<p>(3) Concept in text (15 minutes)</p> <p>(3.1) Teacher says the question of</p>	<p><i>Today, we're gonna learn from a theological text that talks about a</i></p>	<p><i>Genesis / Books of Moses / Books of David / 1-2 Samuel / Psalms /</i></p>

<p>the week “How do Psalms speak about the Gospel?”, along with other questions related to the Old Testament theological concept.</p>	<p><i>book in the Old Testament. Do you think which books in OT that speak most about the Gospel?</i></p> <p><i>Great! Some answers are correct! In these 2 units, we’ll read theological texts about the books of Psalms and Isaiah. Who knows why?</i></p> <p><i>Good observation! Anyone knows how is Isaiah related to Christmas?</i></p> <p><i>Now you see the point! However, we’ll read theological texts about Psalms first. The question of the week is ‘How do Psalms speak about the Gospel?’ Can anyone try to answer me now?</i></p> <p><i>That’s challenging answer! I will bring you to read from a book titled ‘How to read Psalms’ in Chapter 4 ‘A Christian Reading of the Psalms’. I’m certain that you will get the answer from it.</i></p>	<p><i>Books of prophets / Isaiah / Jeremiah</i></p> <p><i>Because these 2 books are outstandingly related to the Gospel, that’s why you chose them! / I don’t know why Psalms, but Isaiah was the books speaking of the Messiah. We observed that Isaiah is often referred during Christmas time.</i></p> <p><i>Because Christmas is the time when Jesus was born and He is the heart of the Gospel.</i></p> <p><i>Such a hard question, teacher. All I found in Psalms are David’s cries, praises, and trust in God. I don’t know how it can link to the Gospel.</i></p> <p><i>We hope so, teacher!</i></p>
<p>WHILE READING</p> <p>(4) Motivation support of ‘Collaboration’ (90 minutes)</p> <p>(4.1) partner or small group reading,</p> <p>(4.2) exchanging ideas and sharing expertise,</p> <p>(4.3) student-led discussion groups and book talks,</p> <p>(4.4) team projects such as a poster-making activity, and</p>	<p>(4.1) <i>Please find a partner or a group of 3. There must be 10 groups among you.</i></p> <p>(4.2) <i>I will give each group one subtopic from ‘A Christian Reading of Psalms’. Each group will read it through together, and share your idea about what you read in your group.</i></p>	<p>(Ss spend 3 minutes to find a partner or group.)</p> <p><i>Teacher, but we may not be able to understand them clearly.</i></p>

<p>(4.5) peer conferencing and student feedback.</p>	<p><i>Don't worry about right or wrong, clear or unclear answer. All I want is just you learn from each other by sharing your idea/understanding as much and best as you can.</i></p> <p><i>Absolutely! By teamwork, I think you'll be fine with it. I will visit you group by group to listen to your self-led discussion. (4.3)</i></p> <p>(T. give a worksheet for each group to fill out the sharing of ideas. Ss lead group discussion by themselves. T. visited each group to facilitate or activate discussion.)</p> <p>(After 15-20 minutes, everyone are back to the whole class)</p> <p><i>As I visited each group, many of you did a great job! This is the picture I have longed to see! Some group shared this and that. Your discussions were so fun and useful. We did enjoy sharing in group, didn't we?</i></p> <p><i>How much more fun and useful if you share to other groups? (Ss start to share their expertise from group reading and exchange the ideas.)</i></p>	<p><i>Are you looking for team working?</i></p> <p><i>OK. Team work is the key. No problem. We'll try!</i></p> <p>(Ss spend 15-20 minutes.)</p> <p><i>We enjoy much beyond our expectation, teacher. We were not afraid of making a mistake. Just share and go as teamwork!</i></p> <p><i>Why not teacher? All we do is just share what we've just discussed in our group.</i></p>
<p>Week 2: 2 periods (120 minutes)</p> <p>(5) Reading strategy (40 minutes)</p> <p>The reading strategy this week is 'Concept mapping'.</p> <p>(5.1) Teacher manifests a pyramid structure of a superordinate main idea, supported by three to five concepts of examples/evidence.</p> <p>(5.2) From their own texts, students matched the particular form of</p>	<p><i>Last period, we learned from our discussion group about 'A Christian Reading of the Psalms'. Today, we'll go through the same reading passage again by concept mapping.</i></p> <p><i>Has anyone heard or known about 'concept mapping' before?</i></p> <p><i>Concept mapping is when we organize our concepts, ideas or thoughts, and show how they</i></p>	<p><i>I did hear from some class, teacher. / Never. / Can you tell me what it is?</i></p> <p><i>Wow, it's like drawing our minds.</i></p>

<p>concept mapping.</p> <p>(5.3) Students link idea units semantically.</p> <p>(5.4) Students add their own inference to the concept map.</p>	<p><i>relate by drawing them in the same picture.</i></p> <p><i>Kinda...</i></p> <p><i>And sometimes we also get confused with what we read! Concept mapping will help us clear our mind better. Do you want to begin it now?</i></p> <p><i>(5.1) First of all, let me show you a pyramid of structure which helps us to learn concept mapping today. (T. shows a pyramid structure of a superordinate main idea, supported by three to five concepts of examples/evidence.) At the top of the pyramid is the superordinate main idea, while other concepts in the way of examples or evidence are located at the base supporting the main idea.</i></p> <p><i>Of course! Let me give an example from our course which is closest to our experience. (T. shows another example of pyramid structure displaying the concept mapping of the Christian theological reading course.) The main idea of our course is "the Gospel", and the units we've learned (Gospel in NT, and Gospel in OT) and are going to study (Gospel in Psalms) are the concepts supporting the main idea.</i></p> <p><i>To make sure, try one more</i></p>	<p><i>Interesting. I've never known we can do this with our minds. That's why sometimes when I think much, I get confused easily.</i></p> <p><i>Oh, I can't wait teacher!</i></p> <p><i>I think I understand. But could you please give us an example?</i></p> <p><i>Now, I'm clear by your example, teacher!</i></p> <p><i>(Ss try to locate the concepts to</i></p>
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	<p><i>example with me. Put the following concepts to the right place of the pyramid structure. (a. How do Psalms speak about the Gospel? b. How to read Psalms c. A Christian Reading of Psalms d. The New Testament's Use of the Psalms e. The Question of Messianic Psalms f. Singing the Psalms to Our Savior)</i></p> <p><i>(5.2) You understand very well about concept mapping. Now, it's time to draw concept mapping from your own texts in the same pyramid structure. (T. gives a worksheet with a pyramid shape)</i></p> <p><i>(5.3) (After Ss complete locating ideas in the pyramid, T assigns the next task for Ss to answer 'How are the idea units linked? With any connectors/markers?)</i></p> <p><i>(5.4) Finally, try to find how does each idea unit related to each other, to the topic, and to the theme.</i></p> <p><i>(4.4) Time to present Team Project. Come and show your poster of concept mapping and explain to your classmate.</i></p> <p><i>(4.5) Other group must listen and ask questions!</i></p>	<p>the right place at the pyramid structure.)</p>
<p>POST-READING (80 minutes)</p> <p>(6) Higher order thinking tasks (80 minutes)</p> <p>(6.1) Students answer the weekly question by small group discussion or writing.</p> <p>(6.2) (from 4.6) peer or teacher feedback regarding success,</p>	<p><i>After listening to all presentations, can anyone answer the question of the week 'How do psalms speak about the Gospel?'</i></p> <p><i>Oh, it's too long and confusing. Can you make it more concise?</i></p> <p><i>In your group, can you make the last project of writing a paragraph trying to answer the question of the</i></p>	<p><i>The answers are all we've just presented a few minutes ago, teacher!</i></p> <p><i>Then what should we do? Could you please suggest us?</i></p> <p><i>Oh, deer! Can we do it?</i></p>

<p>(2.2) With highlighted prefixes, suffixes, and vowels, teacher say the same parts of words from particular prefixes, suffixes, and vowels, while students listen and practice pronouncing each word. Finally, teacher says the whole word of each.</p> <p>(2.3) Teacher makes the real word with examples/pictures of the word meaning.</p>	<p>warnings, ignored, heed, comfort, describes, servant, sovereign, fellowship)</p> <p>Prefixes: corrupt, comfort, describes, sovereign</p> <p>Suffixes: judgment, warnings, servant, fellowship</p> <p>Endings: warnings, ignored, describes</p> <p>e: fellowship</p> <p>i: warnings, ignored, heed, describes, fellowship</p> <p>ai: describes</p> <p>o, au: fellowoship, warnongs, ignorored, comfort, sovereign</p> <p>leəəz: judglement, corrupt, comlefort, servleant, solevereign</p> <p>Now, let's see the meaning of each word.</p>	
<p>(3) Concept in text (15 minutes)</p> <p>(3.1) Teacher says the question of the week, “How does Isaiah speak about the Gospel?”, along with other questions related to the Old Testament theological concept.</p>	<p><i>Today, we're gonna learn from a theological text that talks about a book in the Old Testament.</i></p> <p><i>Yes. Last time we learned from Psalms, but in this unit, we're gonna learn from Isaiah.</i></p> <p><i>No. The other different point is that last time we try to answer “What do Psalms speak about the Gospel?”. But this unit, we have a question of “How does Isaiah speak about the Gospel?”. Do you see the difference?</i></p> <p><i>You've got the point! Can you tell me what is the difference between 'what' and 'how'?</i></p>	<p><i>Again? Old Testament theology?</i></p> <p><i>Is that the only difference?</i></p> <p><i>Yes, we do. The difference is on the question words! They are 'what' and 'how'.</i></p> <p><i>(Ss pause to think.) 'What' is asking about 'something', but 'how' is asking about the way or the method. / The answer of 'how' could begin with 'in a way of'.</i></p>

	<p>Correct! Now let's pay attention to the question 'How do Isaiah speak about the Gospel?' What is it asking about? And what isn't it asking about?</p>	<p>It's asking about <u>the way</u> Isaiah speaks about the Gospel, <u>not the message</u> Isaiah speaks.</p>
<p>WHILE READING</p> <p>(4) Motivation support of 'Thematic unit' (90 minutes)</p> <p>(4.1) students are give a big question for each week,</p> <p>(4.2) students answer questions,</p> <p>(4.3) students talk with peers,</p> <p>(4.4) students write opinions confidently,</p>	<p>(4.1) As told earlier, the big question of this week is "How does Isaiah speak about the Gospel?"</p> <p>Can anyone try to answer this question?</p> <p>Thank you for all the answers. Now I want you to think carefully about the question 'how'. Do all of your answers answer the question 'how'?</p> <p>Let's start from thinking of an example of the answer. Can anyone try to give an example of how Isaiah speak about the Gospel?</p> <p>The answer could be like this: Isaiah speaks about the Gospel in the way that the salvation would come from one born son, in the way that salvation would come from a suffered servant, etc.</p> <p>(4.4) Now, please write your answer from the big question in 10 minutes and I will ask you to talk your opinion in group. (T must provide enough books of Isaiah (or the Bible) for the students. If not, as the number of groups)</p>	<p>(4.2) (Ss try to give answers no matter they are right or wrong.) It speaks in Isaiah chapter 9 (A son to be born, the Wonderful Counselor, the Prince of Peace, etc.) / It speaks about a servant to be suffered.</p> <p>(4.3) I don't think so, teacher. Our answers tend to answer the question 'what', not 'how'. Oh... How can we answer such a hard question! Can you help us answer it, teacher?</p> <p>Sorry teacher! We absolutely can't!</p> <p>Ah I see. The phrase 'in the way that' can help us understand much more. / However, the answers we've just raised can also be referred in the answer of 'how'.</p> <p>OK, teacher!</p>

	<p>(Finally, Ss read the passage of the week and share idea units, and submit at the end of the class.) (T. checks the ss' work if they understand and how much in order to continue to the next process of reading.)</p>	
<p>Week 2: 2 periods (120 minutes) (5) Reading strategy (40 minutes) The reading strategy this week is 'Concept mapping with links and inferences'. (5.1) Students matched the particular form of concept mapping. (5.2) Students link idea units semantically. (5.3) Students add their own inference to the concept map.</p>	<p>Let me give feedback on your work for a while. (T shows ss' work in the last period. T previews that 'some ideas got a smiley face which is satisfactory, but some got an unhappy face. T. shows the work of one group after another, focusing on the unhappy faces in order to clarify.)</p> <p><i>For the unhappy faces, you may correct them. I give you 5 minutes to revise your work and we'll continue our lesson. (5 minutes)</i></p> <p>(5.1) Each group matches the particular form of concept mapping by reviews of 'concept mapping' of the former chart and the last class activity. (10 minutes)</p> <p><i>Does anyone remember this chart of concept mapping? (T. displays the last activity on the PPT.) The superordinate idea (or the main idea) covers or conclude all supporting ideas.</i></p> <p><i>OK good. Now, I would like you to order the idea units on the worksheet: Concept Mapping, within 10 minutes. (T shows how the worksheet looks like.) You'll see that the top idea is the</i></p>	<p>Group A: <i>Oh! Our group got all smiley faces. Yeahhhh!</i> Group B: <i>Oh! We got some unhappy faces. What should we do with them?</i></p> <p><i>OK. We'll try our best. / Yesssssss!</i> <i>We matched this concept mapping last time. We understood well teacher!</i></p> <p><i>We understand the concept of concept mapping teacher. But to apply to Isaiah, we're not sure. Let us try first!</i></p> <p><i>Fantastic! T. you cut our ideas and make envelope. What a hard-working teacher!</i></p>

	<p><i>superordinate idea (or main idea) and the other lower ideas are supporting. Now your idea units are inside this envelope. You'll find the chart when you open this envelope!</i></p> <p><i>(After 10 minutes) Now please come to show the concept mapping of your paragraph, starting from Paragraph 1 Group 1, 2, 3, 4, 5, Paragraph 2 Group 6, 7, 8, 9, 10.</i></p> <p>(5.2) Students link idea units semantically.</p> <p><i>Now this is my concept mapping of paragraph 1 and 2. (T shows 2 concept mapping charts made by teacher according to Isaiah.)</i></p> <p><i>Now the next step is to 'link idea units'. From each paragraph, I would like you to link ideas units by drawing lines first. (T distributes the concept mapping chart to each group.)</i></p> <p><i>Next, please write the linked units in 1 sentence. First, you need to understand how can 2 ideas be linked or the relationship of 2 ideas. Second, you know the connectors and how to use them; the connectors are: and, or, but, so, because, although etc. (No presentation. T visits each group.)</i></p> <p>(5.3) Students add their own inference to the concept map.</p> <p><i>After reading the entire concept mapping, please conclude the concept map in your own way. You can use your ideas or experiences, to present your concept map.</i></p>	<p><i>(Ss learn from T's work of the same concept mapping.) Your main idea is similar to our group's! / Our supporting ideas are in the correct places!</i></p> <p><i>(Ss link them in 5 minutes.)</i></p> <p><i>(Ss try to write 2 idea units in 1 sentence using the connectors.)</i></p>
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<p>POST-READING (80 minutes)</p> <p>(6) Higher order thinking tasks (80 minutes)</p> <p>(6.1) Students answer the weekly question by small group discussion or writing.</p>	<p>(6.1) <i>Now, let's go back to our question of the week 'How does Isaiah speak about the Gospel?' (T sees if any students can answer the question from their thinking. If no answers, T continues with the next facilitative question.)</i></p> <p><i>Look at the concept map again! Can you see which point from Isaiah speaking about the Gospel?</i></p> <p><i>That's the point. Let's try to write the answer of the week together. (T conclude the lesson with the answer of the week.)</i></p>	<p><i>Ummmm.... (Silent)</i></p> <p><i>Yes, we can. We see from the second paragraph that Isaiah speaks about the Gospel through the message of forgiveness, comfort, hope, which look forward to the Messiah.</i></p> <p>(Each group comes up with the answer written of the white board.)</p>
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UNIT 5

Instruction manual	Teacher (T)	Students (S)
<p>Week 1: 2 periods (120 minutes)</p> <p>PRE-READING (30 minutes)</p> <p>(1) Text selection</p> <p>(1.1) Teacher selects a New Testament theological text in Matthew, speaking about the Gospel.</p>	<p>(1.1) Teacher prepares texts from "Historical Background of the Book of Matthew" (Powel, M. A. 2009)</p>	
<p>(Greeting)</p>	<p><i>Good afternoon students.</i></p> <p><i>Last time, we learned "How do Isaiah speak about the Gospel?" and you finally got a fantastic answer by concept mapping with links and inferences.</i></p> <p><i>As usual, let's start with 'Word Study'. Today, the 10 words for</i></p>	<p><i>Good afternoon teacher.</i></p> <p><i>I remember that we wrote the answer on the board. I feel that we have learned about the meaning of the Gospel little by little!</i></p> <p><i>(S follow the instruction in word study.)</i></p>

<p>(2) Word study (15 minutes)</p> <p>(2.1) Teacher selects 10 words that students may encounter in biblical passages.</p> <p>(2.2) With highlighted prefixes, suffixes, and vowels, teacher say the same parts of words from particular prefixes, suffixes, and vowels, while students listen and practice pronouncing each word. Finally, teacher says the whole word of each.</p> <p>(2.3) Teacher makes the real word with examples/pictures of the word meaning.</p>	<p><i>the word study are displayed on the screen. (scholars, replaces, excusing, appreciating, surmised, converted, adamant, directed, publication, and concerns)</i></p> <p><i>Let's begin with the prefixes first and read after me: replaces, excuting, appreciating, surmised, converted, concerns)</i></p> <p><i>Then follow by suffixes and endings: scholars, replaces, excusing, appreciating, surmised, converted, adamant, directed, publication, and concerns</i></p> <p><i>And the vowel sounds:</i></p> <p><i>a adamant</i></p> <p><i>a (o) scholars</i></p> <p><i>e directed, replaces, appreciating, publication</i></p> <p><i>i (short) replaces, excusing, appreciating, directed, publication</i></p> <p><i>i (long) appreciating</i></p> <p><i>ai surmised,</i></p> <p><i>ə (short) appreciating, surmised, converted, adamant, publication, and concerns</i></p> <p><i>ə (long) scholars, converted, concerns</i></p> <p><i>iu excusung,</i></p> <p><i>Now let's study the meaning of each word together. (scholars, replaces, excusing, appreciating, surmised, converted, adamant, directed, publication, and concerns)</i></p>	
<p>(3) Concept in text (15 minutes)</p> <p>(3.1) Teacher says the question of the week, “How does Matthew speak about the Gospel?”, along with other questions related to the New Testament</p>	<p><i>Today, we're gonna learn from the Gospel in the New Testament. Does anyone know which books in the NT that speak about the Gospel?</i></p>	<p><i>The first four books in NT, teacher! They are Matthew, Mark, Luke and John. / I remember that we learned about the Gospel in NT in our first unit, didn't we?</i></p>

<p>theological concept.</p>	<p><i>You are absolutely correct! We did learn about the Gospel from NT in the beginning of our lesson. However, that time we learned with the Bible text, and you read several bible passages about the Gospel.</i></p> <p><i>This unit has different texts. The text is more theological like the lately type we read.</i></p> <p><i>It's an academic learning of the Bible. For example, the author, the time, or the overall history about the Bible you read.</i></p> <p><i>Many times you can't understand the Bible literally just from words appeared, but you have to figure out 'why' the Bible were written that way, and help you understand the meaning properly.</i></p> <p><i>It's a theological text concerning Matthew.</i></p> <p><i>And we're gonna learn about "Historical Background of the Book of Matthew". And finally, you will answer the question of the week "How does Matthew speak about the Gospel?" I hope you will learn more why this and that in the Gospel of Matthew.</i></p>	<p><i>Many groups did role-plays and sang the songs! Will we do it again today?</i></p> <p><i>Teacher, can you tell us what does it mean by 'theological'?</i></p> <p><i>It seems like 'the background' of the Bible text, isn't it? And how is it important to know these?</i></p> <p><i>Oh I got it! Many times I don't understand the Bible from literal meaning only. That's why we need to read 'theological text'. Which Bible or theological topic should we learn?</i></p> <p><i>The very first Gospel in NT!</i></p> <p><i>I've read the Gospel a lot in my Christian life, but this is the first time I learn its theology. / I have learned a lot what Matthew wrote about the Gospel. But I never learn 'how' or the way it wrote about the Gospel. I can't wait to learn from it!</i></p>
<p>WHILE READING (4) Motivation support of 'Relevance' (90 minutes) with the following practices: (4.1) a personal interest and</p>	<p>(4.1) Before we read the text, I have a video of the Gospel of Matthew that you may watch together. (The Gospel of Matthew Pt.1-5) While you are watching,</p>	<p>Yeah!!! I love watching videos. (Ss. watch and listen to the video.)</p>

<p>experience through videos related to the conceptual theme (4.2) Asking students to perform the processes with the video and with the text</p>	<p><i>please tell me what is it about?</i> (2 minutes)</p> <p>(After the video ends) <i>What is this video about?</i> <i>What else?</i> <i>Excellent!</i></p> <p><i>I'm gonna replay it once again, but this time, listen carefully and take a note of anything you can hear or understand from the video.</i> (T. supplies a piece of note paper for each student.)</p> <p>(T. repeats the same question, expecting more words or understanding Ss get from the video.) <i>Are there some more things you heard from the second time?</i></p> <p>(4.2) <i>Here is the theological text concerning Matthew for each. I read for you once. While I'm reading aloud, you read along, and try to form up your ideas and understanding.</i></p> <p>(Teacher divides Ss to 10 groups. Have the Ss match which ideas from the text are linked to some parts of the video clip.) (Homework: Ss take home the text and search for the unknown vocabulary in order to simplify the next reading process.)</p>	<p><i>It's about Matthew!</i> (Unanimously)</p> <p><i>The author / the content / any words Ss have heard</i></p> <p>(Ss watch the video again and take note.)</p> <p>(Ss may reply some more words or not, but at least they get used to the relevant context of the text they're gonna read soon.)</p> <p>(Ss read and listen. Their idea and understanding from text are formed up.)</p> <p>(Ss. help in group and finally present their works.)</p>
<p>Week 2: 2 periods (120 minutes) (5) Reading strategy (40 minutes)</p>	<p>(Reflection on the work & review of the concept of the week) <i>Good afternoon, everyone.</i></p>	<p><i>Good afternoon, teacher.</i></p>

<p>The reading strategy this week is 'All strategies'.</p> <p>(5.1) Summarizing (5.2) Inferencing (5.3) Concept mapping</p>	<p><i>Last time we ended with a video clip and the activity where you linked the video script and the reading text about the background of Matthew. Which contents are found in both texts?</i></p> <p>(5.1) SUMMARIZING (20 minutes) <i>Today, I have 3 reading activity for you. Start from the easiest one: SUMMARIZING. Does anyone remember how to do summarizing?</i> (T. shows the earlier slide of summarizing.)</p> <p><i>You are correct. But this time, you just underline the most important sentence that you think the main idea of the paragraph. You may rewrite a new sentence if necessary. (10 minutes/paragraph including answering)</i></p> <p>(T. starts to conclude the answer for the students.) What is the paragraph 1 about?</p> <p><i>The first paragraph is about the relationship between Matthew and Mark. It can be summarized that Matthew was written after the Gospel of Mark as an expanded, second edition of Mark.</i></p> <p><i>The second paragraph is about the author. It can be</i></p>	<p>S1: <i>The Gospel of Matthew</i> S2: <i>The first Gospel / Mark</i> S3: <i>The story of Jesus / The account of Jesus</i> S4: <i>Jewish</i> (He was a Jewish Christian, Jewish scriptures, sent to Jewish, the concerns of Jewish) S5: <i>Fulfillment of the promise/prophesy/Messiah</i> (5 minutes)</p> <p><i>It's when you conclude from reading as important and short as possible.</i></p> <p>(Ss. do summarizing within 5 minutes.)</p> <p><i>The Gospel of Matthew / Mark / Scholars</i></p> <p><i>Yeahhhhh. I'm correct, teacher.</i></p> <p><i>Just that? It seems so short and too simple.</i></p>
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	<p>summarized that the author is almost certainly a Jewish Christian.</p> <p>The sentence I pick up is the ultimate idea. The other sentences are also important, but it's not the main one.</p> <p>The third paragraph is about the time of writing. It can be summarized that the author is writing Matthew a generation or more after the time of Jesus. (Or Matthew was written long time after Jesus.)</p> <p>(5.2) INFERENCE (20 minutes) Now, this is the time for INFERENCE. Inference is to find out the relationship between two things. Here is to find the relationship between sentences; the sentence before it. Directions: match each sentence with the type of its relationship <u>within</u> or with the sentence <u>before</u> it. (10 minutes/ paragraph including answering)</p> <p>(5.3) CONCEPT MAPPING (20 minutes) From INFERENCE where you know all about how the ideas are linked in a paragraph. It's time for CONCEPT MAPPING where you will put all ideas in a pyramid structure (without telling where to put the main idea.) (Teacher provides a pyramid game to the Ss.)</p>	<p>I got the points of how to summarize the paragraph.</p>
<p>POST-READING (80 minutes) (6) Higher order thinking tasks</p>	<p>Now, can anyone conclude how does Matthew speak about the</p>	<p>It tells us about Jesus who is the Messiah especially for the Jews.</p>

<p>(80 minutes)</p> <p>(6.1) Students answer the weekly question by small group discussion or writing.</p>	<p><i>Gospel?</i></p> <p><i>If so, how is Messiah important for us as we are not Jewish? (T. gave an example of some Bible verses talking to the Jews.)</i></p> <p><i>If Matthew speaks about the Gospel to the Jews, not the gentiles like us, then how should we learn how to read Matthew.</i></p> <p><i>Very good. So now please write 2 notes: How does Matthew speak about the Gospel? What do we learn from the text in reading Matthew.</i></p>	<p><i>Ummm... I've never thought this way!</i></p> <p><i>We should be aware of the Gospel of Matthew which may speak for the Jews, not to us directly. We have to be careful in interpreting it.</i></p> <p><i>It tells us about Jesus who is the Messiah especially for the Jews. Therefore, we should be aware of the Gospel of Matthew which may speak for the Jews, not to us directly. We have to be careful in interpreting it.</i></p>
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UNIT 6

Instruction manual	Teacher (T)	Students (S)
<p>Week 1: 2 periods (120 minutes)</p> <p>PRE-READING (30 minutes)</p> <p>(1) Text selection</p> <p>(1.1) Teacher selects a New Testament theological text in Luke, speaking about the Gospel.</p>	<p>(1.1) Teacher prepares texts from 'Life Application: Luke (Zondervan, USA.)</p>	
<p>(Greeting)</p>	<p><i>Good afternoon students.</i></p> <p><i>Last time, we learned "How do Matthew speak about the Gospel?"</i></p> <p><i>And we got the answer that Matthew speaks about the Gospel in the way of speaking to the Jews. Therefore, he emphasizes Messiah, but in some parts, he may say that the salvation comes only for the Jews which we as gentiles should be aware of reading Matthew. Moreover, you learned to do SUMMARIZING, INFERENCE AND</i></p>	<p><i>Good afternoon teacher.</i></p> <p><i>I confessed that I was worried at the beginning of the class, but we passed through the text more than smoothly! Thank you teacher!</i></p>

<p>(2) Word study (15 minutes)</p> <p>(2.1) Teacher selects 10 words that students may encounter in biblical passages.</p> <p>(2.2) With highlighted prefixes, suffixes, and vowels, teacher say the same parts of words from particular prefixes, suffixes, and vowels, while students listen and practice pronouncing each word. Finally, teacher says the whole word of each.</p> <p>(2.3) Teacher makes the real word with examples/pictures of the word meaning.</p>	<p><i>CONCEPT MAPPING, which are all strategies in order to understand the text.</i></p> <p><i>This unit, we're gonna read another theological text about the Gospel of Luke. But before we read it, let's start with 'Word Study'. Today, the 10 words for the word study are displayed on the screen. (outsiders, mocks, emphasize, compassionate, attitudes, social, stands in the way, wealth, religious, implications)</i></p> <p><i>Let's begin with the prefixes first and read after me: outsiders (out + side), emphasize (en-, in + phainein, to show), compassionate (com-, together + pati, to suffer), implications (in-, in + plicare, to fold)</i></p> <p><i>Then follow by suffixes and endings: outsiderss, emphasizee, compassionate, attitudess, socials, standss in the way, religious, implications, mocks.</i></p> <p><i>And the vowel sounds:</i></p> <p><i>Letter 'a': เสียงสระแอ</i></p> <p><i>compassionate, attitudes, stands in the way, เสียงสระเออะ emphasize, เสียงสระเอ compassionate, implications, stands in the way,</i></p> <p><i>Letter 'e': เสียงสระเอะ/เอ emphasize, wealth, เสียงสระเออะ outsiders, stands in the way, เสียงสระอิ religious</i></p> <p><i>Letter 'i': เสียงสระอิ attitudes, stands in the way, religious, implications เสียงสระไอ outsiders, emphasize, เสียงสระเออะ compassionate, social, religious, implications</i></p> <p><i>Letter 'o': เสียงสระโอ social, เสียงสระ</i></p>	<p><i>The most helpful time for me. I'm ready!</i></p> <p>(Students perform reading aloud after teacher throughout the Word Study.)</p>
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	<p>อา mocks เลี้ยงสรระเออะ compassionate, เลี้ยงสรระเอา outsiders, Letter 'u': เลี้ยงสรระอุ/อิว attitudes Now let's study the meaning of each word together. (outsiders, mocks, emphasize, compassionate, attitudes, social, stands in the way, wealth, religious, implications)</p>	
<p>(3) Concept in text (15 minutes) (3.1) Teacher says the question of the week, "How does Luke speak about the Gospel?" , along with other questions related to the New Testament theological concept.</p>	<p>As mentioned earlier that Matthew speaks about the Gospel to the Jews, Luke does differently. Does anyone tell me to whom he speaks?</p> <p>Or we can call non-Jews 'gentile'. And can anyone tell me about Luke? What do you know about him?</p> <p>And what do you know about the Gospel of Luke?</p> <p>Good knowledge about Luke! Today we're gonna learn about the Gospel of Luke from Life application which is one of the most well-known Bible study. I hope you will learn more how Luke speaks about the Gospel.</p>	<p>Luke speaks to the non-Jews because he is not Jewish.</p> <p>Luke was a doctor. / Luke was a Paul's friend. / He is Greek.</p> <p>It's the longest Gospel among four Gospel. / It has the same author as Acts.</p>
<p>WHILE READING (4) Motivation support of 'Multiple motivations' (90 minutes) with the following practices: (4.1) Choice (4.2) Success (4.3) Collaboration (4.4) Thematic units (4.5) Relevance</p>	<p>(4.5) Relevance Let's start with a video about the introduction of the Gospel of Luke (Introduction to Luke's Gospel). (4.3) Collaboration (4.1) Choice (4.4) Thematic units From what they watch from the video clip, in 5 group, Ss present anything in any way that can answer the question of the week 'How does Luke speak about the</p>	

	<p><i>Gospel?'</i>.</p> <p>(4.5) Relevance</p> <p>(4.2) Success</p> <p>T. shows the concept mapping chart for each group and discuss with the Ss how to complete it by activating the integrate use of all strategies (SUMMARIZING, INFERENCEING, AND CONCEPT MAPPING).</p>	<p>(Ss may match the video clip content with the text to read In order to link with the actual text,)</p> <p>(Ss are confirmed of how to use the integration of strategies.)</p>
<p>● Week 2: 2 periods (120 minutes)</p> <p>(5) Reading strategy (40 minutes)</p> <p>The reading strategy this week is 'Integration of strategies'.</p> <p>(5.1) Students do concept mapping with summarizing and inferencing.</p>	<p><i>Good afternoon everyone. I'm really happy to see you again. Last period, we ended with a video clip. And you tell me something you get from it like Good Samaritan and the Relationship with Acts. Now let's think about the question of the week 'how does Luke speak about the Gospel?' and tell me again whether you've answered me this question.</i></p> <p><i>I'm gonna play the video clip once again and try to answer me again 'how does Luke speak about the Gospel', OK?</i></p> <p>(5.1) Students do concept mapping with summarizing and inferencing. <i>Usually, this period is the time to read. Before you read, let me review you the strategies for reading. (T. supplies the worksheet of reading strategies.) This worksheet will help you how to understand better what you read. Have you ever seen this chart?</i></p>	<p><i>No, we haven't answered it. / I don't think so.</i></p> <p><i>OK. (Students watched the clip, try to think answer again.)</i></p> <p><i>Not at all, teacher. / It seems like we have learned it before. / Let me recall it.</i></p>

	<p><i>The direction is here: write the appropriate READING STRATEGIES in the boxes of the chart. The reading strategies are SUMMARIZING, INFERRING, and CONCEPT MAPPING. Can you do it now?</i></p> <p><i>Absolutely! The box here at the top is for the whole chart. What is reading strategy for the whole chart, SUMMARIZING, INFERRING, or CONCEPT MAPPING?</i></p> <p><i>Exactly. Now can you do the rest? There are only 2 answers for the boxes remained. Students do it within 3 minutes.</i></p> <p><i>(T. shows the reading strategy chart with explanation.)</i></p> <ul style="list-style-type: none"> <i>- Summarizing is the way you get the most important idea from each paragraph.</i> <i>- Inferencing is the relationship between sentences. Are they the reasons, the conflict, or the suggestion?</i> <i>- Concept mapping is the order of all idea units.</i> <p><i>(T. supplies the concept mapping chart and the reading text.) Here is the whole reading text. In group with the whole text, I'd like you to divide into 6 groups and each group works based on the paragraph and fill this concept mapping chart. Here is the example of paragraph 1.</i></p>	<p><i>Ummmmm. Not sure teacher. Could please guide us?</i></p> <p><i>CONCEPT MAPPING.</i></p> <p><i>(Students are filling the chart individually where they can recognize the reading strategies – SUCCESS.)</i></p> <p><i>(Students shout 'Yeahhhh'./ 'Oh no!' / 'I got some.' and correct the RS.)</i></p> <p><i>(Students present their group work. 2 minutes for each group.)</i></p>
POST-READING (80 minutes)	<i>Here I'd like you to see my concept</i>	

Appendix D
Test Specification (Before revision)

Goals / Objectives	Item No.	Format	Scoring
<p>1. Ability to process individual text propositions</p> <p>1.1 Ability to encode the meaning of individual text propositions or idea units</p> <p>1.2 Ability to literally comprehend phrase and sentence units</p> <p>1.3 Ability to re-state information contained in the text in exact or highly similar words</p> <p>1.4 Ability to develop an accurate representation of the text content</p>	1-10	Multiple choices:	Objective scoring:
<p>2 Ability to infer information text and comprehend simple passage by connecting text proposition</p> <p>2.1 Ability to use cohesion markers (e.g., signal words like “however” and “because”)</p> <p>2.2 Ability to link propositions</p> <p>2.3 Ability to form the text microstructure</p> <p>2.4 Ability to identify the text’s overall organization</p>	10-20	Test takers read the information text and answer 30 five-alternative multiple choice questions	1 point if students choose the correct answer, 0 point if students choose the other distracters
<p>3 Ability to integrate reading processes and build knowledge network</p> <p>3.1 Ability to construct a situation model</p> <p>3.2 Ability to integrate the text base with their prior knowledge, experiences, and goals</p> <p>3.3 Ability to integrate meaning from different portions of the text</p> <p>3.4 Ability to generate new knowledge or more abstract understanding relevant to the text</p>	20-30		

Appendix E
Index of Item-Objective Congruence Form
of Christian Theological Reading Comprehension Test

Please rate ✓ these following items according to your opinions

Congruent = 1

Questionable = 0

Incongruent = -1

Item	Questions	1	0	-1	Comment
General aspects					
1	Are all three goals and objectives appropriate for the reading comprehension of Thai undergraduate students?				
2	Is the number of items appropriate?				
3	Is the type of the test (multiple-choice) appropriate?				
4	Is the scoring method appropriate?				
5	Is the language is appropriate?				
6	Are the font and page layout convenient to do the questionnaire?(Item 1-42)				
Goal 1: Ability to process individual text propositions					
1	Is the reading passage appropriate for Goal 1: Ability to process individual text propositions?				
2	Does item number 1 evaluate Objective 1.1 Ability to encode the meaning of individual text propositions or idea units?				
3	Does item number 2 evaluate Objective 1.2 Ability to literally comprehend phrase and sentence units?				
4	Does item number 3 evaluate Objective 1.3 Ability to re-state information contained in the text in exact or highly similar words?				
5	Does item number 4 evaluate Objective 1.1 Ability to encode the meaning of individual text propositions or idea units?				
6	Does item number 5 evaluate Objective 1.3 Ability to re-state information contained in the text in exact or highly similar words?				
7	Does item number 6 evaluate Objective 1.4 Ability to develop an accurate representation of the text content?				
8	Does item number 7 evaluate Objective 1.2 Ability to literally comprehend phrase and sentence units?				

9	Does item number 8 evaluate Objective 1.1 Ability to encode the meaning of individual text propositions or idea units?				
10	Does item number 9 evaluate Objective 1.2 Ability to literally comprehend phrase and sentence units?				
11	Does item number 10 evaluate Objective 1.4 Ability to develop an accurate representation of the text content?				
Goal 2: Ability to infer information text and comprehend simple passage by connecting text proposition					
1	Is the reading passage appropriate for Goal 2: Ability to process individual text propositions?				
2	Does item number 1 evaluate Objective 2.1 Ability to use cohesion markers?				
3	Does item number 2 evaluate Objective 2.2 Ability to link propositions?				
4	Does item number 3 evaluate Objective 2.3 Ability to form the text microstructure?				
5	Does item number 4 evaluate Objective 2.4 Ability to identify the text's overall organization?				
6	Does item number 5 evaluate Objective 2.1 Ability to use cohesion markers?				
7	Does item number 6 evaluate Objective 2.3 Ability to form the text microstructure?				
8	Does item number 7 evaluate Objective 2.2 Ability to link propositions?				
9	Does item number 8 evaluate Objective 2.3 Ability to form the text microstructure?				
10	Does item number 9 evaluate Objective 2.2 Ability to link propositions?				
11	Does item number 10 evaluate Objective 2.4 Ability to identify the text's overall organization?				
Goal 3: Ability to integrate reading processes and build knowledge network					
1	Is the reading passage appropriate for Goal 3: Ability to integrate reading processes and build knowledge network?				
2	Does item number 1 evaluate Objective 3.1 Ability to construct a situation model?				
3	Does item number 2 evaluate Objective 3.1 Ability to construct a situation model?				

4	Does item number 3 evaluate Objective 3.2 Ability to integrate the textbase with their prior knowledge, experiences, and goals?				
5	Does item number 4 evaluate Objective 3.4 Ability to generate new knowledge or more abstract understanding relevant to the text?				
6	Does item number 5 evaluate Objective 3.2 Ability to integrate the textbase with their prior knowledge, experiences, and goals?				
7	Does item number 6 evaluate Objective 3.2 Ability to integrate the textbase with their prior knowledge, experiences, and goals?				
8	Does item number 7 evaluate Objective 3.3 Ability to integrate meaning from different portions of the text?				
9	Does item number 8 evaluate Objective 3.3 Ability to integrate meaning from different portions of the text?				
10	Does item number 9 evaluate Objective 3.3 Ability to integrate meaning from different portions of the text?				
11	Does item number 10 evaluate Objective 3.4 Ability to generate new knowledge or more abstract understanding relevant to the text?				

Appendix F
Test Specification (After revision)

Goals / Objectives	Item No.	Texts	Format	Scoring
<p>1. Ability to process individual text propositions</p> <p>Ability to encode the meaning of individual text propositions or idea units, to literally comprehend phrase and sentence units, to re-state information contained in the text in exact or highly similar words, or to develop an accurate representation of the text content.</p>	<p>1-3, 11-13, 21-23</p>	<p>Text 1: Bible text Item: 1-10 Readability grade: 8.3</p>		
<p>2. Ability to infer information text and comprehend simple passage by connecting text proposition</p> <p>Ability to use cohesion markers (e.g., signal words like “however” and “because”), to link propositions, to form the text microstructure, or to identify the text’s overall organization.</p>	<p>4-7, 14-17, 24-27</p>	<p>Text 2: New Testament text Item: 11-20 Readability grade: 7.8</p>	<p>Multiple choices: Test taker read the information text; and answers 30 five-alternative choice questions</p>	<p>Objective scoring: 1 point for each correct answer 0 point for the other distracters</p>
<p>3. Ability to integrate reading processes and build knowledge network</p> <p>Ability to construct a situation model, to integrate the text base with their prior knowledge, experiences, and goals, to integrate meaning from different portions of the text, or to generate new knowledge or more abstract understanding relevant to the text.</p>	<p>8-10, 18-20, 28-30</p>	<p>Text 3: Old Testament text Item: 21-30 Readability grade: 8.8</p>		

Appendix G

Christian Theological Reading Comprehension Test (Revised)

Time: 60 minutes

Name Class year.....

Part 1 Bible passage**Directions:** Read the following Biblical passage and circle the correct answer.**The Great Commission**

¹⁶ Then the eleven disciples went to Galilee, to the mountain where Jesus had told them to go. ¹⁷ When they saw him, they worshiped him; but some doubted. ¹⁸ Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. ¹⁹ Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, ²⁰ and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age." (Matthew 28:16-20, New International Version)

1. How many disciples went to the place where Jesus had told?
 - 1) 3
 - 2) 5
 - 3) 7
 - 4) 11
 - 5) 12
2. To whom has all authority been given?
 - 1) Jesus
 - 2) heaven
 - 3) earth
 - 4) the disciples
 - 5) All nations

3. **How would the disciple teach disciple of all nations?**
 - 1) Teach them to be good people
 - 2) Teach them to know the Bible
 - 3) Teach them to obey everything Jesus commanded
 - 4) Teach them to pray and worship
 - 5) Teach them how to baptize
4. **What happened right when the eleven disciples saw Jesus?**
 - 1) The disciples went to the mountain
 - 2) The disciples worshiped him, but some doubted.
 - 3) Jesus came to the eleven disciples
 - 4) Jesus commanded the eleven disciples
 - 5) Jesus promised to the disciples
5. **What did Jesus say first after he appeared to the eleven disciples?**
 - 1) He promised them that he will be with them always
 - 2) He told them to go to the mountain
 - 3) He told them that he received all authority
 - 4) He commanded them to go and make disciples
 - 5) He commanded them to baptize disciples.
6. **What seemed to be the purpose of all authority given to Jesus?**
 - 1) For the eleven disciples to go and make disciples
 - 2) For the eleven disciples to worship Jesus
 - 3) For the eleven disciples to go to Galilee
 - 4) For Jesus to be with the eleven disciples
 - 5) For Jesus to command the eleven disciples
7. **What did Jesus say last to the disciples for making disciple?**
 - 1) He told them to go to the mountain
 - 2) He told them that he received all authority
 - 3) He commanded them to go and make disciples
 - 4) He commanded them to baptize disciples.
 - 5) He promised them that he will be with them always
8. **According to the passage, what does Jesus mean of “making disciple”?**

- 1) To go around the world
 - 2) To go and make disciples by baptizing them and teach them to obey.
 - 3) To baptize people from all nations
 - 4) To teach people
 - 5) To command them to obey
9. **From your background knowledge, what situation occurred before and gave Jesus all authority on earth and in heaven?**
- 1) Jesus' teaching
 - 2) Jesus' birth
 - 3) Jesus' crucifixion
 - 4) Jesus' resurrection
 - 5) Jesus' second coming
10. **Among different ways of baptism today, what did you learn as the heart of baptism from this passage?**
- 1) Baptize in water
 - 2) Baptize with water
 - 3) Baptize at church
 - 4) Baptize as soon as possible
 - 5) Baptize in the name of the Father, of the Son, and of the Holy Spirit

Part 2 Old Testament theological passage

Directions: Read the following Old Testament theological passage and circle the correct answer.

(From “How to read Psalms”)

Singing Thanks to Jesus

After petition was heard and God answered the prayer, the psalmist returned thanks to God. God had done marvelous things for the psalmist and for the nation of Israel. The psalmist bursts at the seams in gratitude to God.

How much more should we be thankful to God for providing his Son as a sacrifice to atone for our sins? As we read the thanksgiving psalms, let our thanks fly to Jesus who suffered and died for our sakes.

Singing the Psalms of Remembrance to Jesus

The psalmist could look back over the history of his nation and see God’s hand at work. He rejoiced as he remembered the exodus, the conquest and the many other times God delivered Israel from distress.

As Christians, we are able to extend redemptive history to its climax beyond the vision of the psalmist. We are able to look back and see God’s ultimate redemptive acts that took place on the cross.

The psalmist had a forward-looking perspective. He expected redemption in the future. We too not only look at the present and the past, but anticipate the future. Jesus Christ will return again as judge.

(Longman, Tremper (1988), How to read the Psalms. USA: InterVarsity Press.)

11. In the paragraph 2, what does the author recommend the Psalm reader to do?
- 1) To give thanks to Jesus
 - 2) To always bring petition to God
 - 3) To read Psalms everyday
 - 4) To pray until God answers
 - 5) To fly to heaven
12. According to '*Singing the Psalms of Remembrance to Jesus*', what did Psalmist see when he looked back over to the history of his nation?
- 1) God's hand
 - 2) The Exodus
 - 3) The conquest
 - 4) Distress
 - 5) Pharaohs' work
13. According to paragraph 4, where did God's ultimate redemptive act take place?
- 1) In the books of Psalms
 - 2) In exodus
 - 3) In Israel
 - 4) On the cross
 - 5) In the time God delivered Israel
14. Why should Christians be much more thankful to God than psalmist?
- 1) Because God had done great works for the nation of Israel.
 - 2) Because God provided his son Jesus who suffered and died for our sin.
 - 3) Because we read the thanksgiving psalms.
 - 4) Because the psalmist returned thanks to God.
 - 5) God answered the prayer.
15. According to the paragraph 3, what actually made the author rejoice?
- 1) The exodus
 - 2) The conquest

- 3) The history of Israel
 - 4) The times God delivered Israel
 - 5) All answers are correct.
16. **For Christian, what is the climax of redemptive history beyond the psalmist's vision?**
- 1) God's work from exodus
 - 2) The history of Israel
 - 3) The acts on the cross
 - 4) The time God delivered Israel
 - 5) The compilation of the books of Psalms
17. **What is the psalmist's *forward-looking perspective*?**
- 1) His looking back over the history of his nation
 - 2) His remembrance of the exodus
 - 3) His redemptive history
 - 4) His expectation of redemption in the future
 - 5) His rejoice in God's deliverance
18. **What is not the Psalmist able to do like Christians?**
- 1) To see God's work from exodus
 - 2) To look back over the history of Israel
 - 3) To see God's ultimate redemptive acts on the cross
 - 4) To remember about the time God delivered Israel
 - 5) To praise and worship God
19. **For Christians nowadays, what is actually the expectation of redemption in the future?**
- 1) The God's work for Israel
 - 2) The return of Jesus Christ as judge
 - 3) The redemptive acts through Jesus Christ
 - 4) The coming of the Holy Spirit
 - 5) The deliverance from the conquest
20. **According to the passage, how should *Christians* read Psalms?**
- 1) Christian should learn the lesson from the exodus

- 2) Christian should enjoy the Israelite conquests
- 3) Christian should know the history of Israel
- 4) Christian should praise God for the time God delivered Israel
- 5) Christian should praise God for the Gospel of Jesus Christ



Part 3 New Testament theological passage

Directions: Read the following New Testament theological passage and circle the correct answer.

Historical Background of the Book of Matthew

Although it comes first in our New Testament, the Gospel of Matthew probably was not the first Gospel to be written. Most scholars think that it was written after the Gospel of Mark. Since about 90 percent of the material in Mark's Gospel is also found in Matthew, it is possible to view Matthew as an expanded, second edition of Mark. But Matthew's book would not ultimately replace Mark's Gospel the way that a second edition of a work usually replaces earlier versions. Rather, Christians would read Matthew alongside Mark, excusing the redundancy and appreciating both books as offering compatible accounts of Jesus.

What we can know about this author must be surmised from the work itself. He obviously is a devout and educated Christian. He knows the Jewish scriptures well and uses them in ways that might suggest some scribal training. Thus, he is almost certainly a Jewish Christian, and perhaps he is a converted rabbi or synagogue ruler. Among all of our Gospel authors, Matthew alone is adamant about reporting that the original ministry of Jesus was directed solely to Israel (10:5-6; 15:24; cf. 28:17-20)

As for date, his use of the phrase "to this day" (27:8; 28:15) implies that he is writing a generation or more after the time of Jesus (cf. Gen. 26:33; 2 Sam. 6:8), and his use of the Gospel of Mark indicates that he is writing after the publication and distribution of that book (usually thought to have been written ca.65-73). A number of matters in Matthew's Gospel reflect the sort of concerns that Jewish people were dealing with in the decades after the destruction of the Jerusalem temple in 70CE (cf.24:1-2): How is God present with us? What is the continuing value of the Torah? How and when will God's promises to Israel be fulfilled?

Powel, Mark Allan (2009) Introducing the New Testament, Grand Rapids: Baker Academic. USA.

21. **When did most scholars think that Matthew was written?**
- 1) Matthew was written first.
 - 2) Matthew was written after Mark.
 - 3) Matthew was written as the last book of the New Testament.
 - 4) Matthew was written before Mark.
 - 5) Matthew was written as the last book of the Gospel.
22. **According to the paragraph 2, what is the special characteristic of the Gospel of Matthew?**
- 1) Only Matthew reports the Great Commandment
 - 2) Only Matthew reports the Birth of Jesus Christ
 - 3) Only Matthew reports the Lord's Prayer
 - 4) Only Matthew reports that Jesus' ministry was solely directed to Israel
 - 5) Only Matthew used the information in Mark.
23. **According to the paragraph 3, which phrase implied that the time of writing Matthew was a generation after the time of Jesus?**
- 1) "to this day"
 - 2) "among the Gentiles"
 - 3) "the lost sheep of Israel"
 - 4) "go rather"
 - 5) "among the Jews"
24. **Does the author understand that Matthew was written first?**
- 1) Yes, because Matthew is the first book of the Gospel.
 - 2) Yes, because Matthew himself was the first disciple.
 - 3) Yes, because Mark copied from Matthew.
 - 4) No, because Matthew used most information from Mark.
 - 5) No, because Matthew author was Jewish Christian.
25. **Why is Matthew viewed as a second edition of Mark?**
- 1) Because 90 percent of the material in Mark is found in Matthew.
 - 2) Because most scholars think that it is so.
 - 3) Because Matthew is the first book of the New Testament
 - 4) Because the author is Jewish Christian

5) Because Matthew was written long after the time of Jesus

26. **According to paragraph 1, how does the author suggest Christian about the way in reading Matthew?**

1) Christian should pay attention to the redundancy of Matthew and Mark.

2) Christian should read Matthew alongside with Mark.

3) Christian should know that the Gospel was just for Israel.

4) Christian should not read Matthew.

5) Christian should believe that Matthew was the first written book of the Gospel.

27. **What can tell that the author of Matthew is a Jewish Christian?**

1) The author knows the Jewish scriptures.

2) The author shows some scribal training.

3) The author reported the Jesus' ministry.

4) The author aimed to report the Gospel only to Israel.

5) All answers are correct.

28. **Which is not true for the relationship between the Gospel of Matthew and Mark?**

1) Matthew is viewed as an expanded, second edition of Mark.

2) The Gospel of Matthew was probably written after the Gospel of Mark.

3) The Gospel of Matthew was certainly the first written Gospel.

4) About 90 percent of the material in Mark's Gospel is found in Matthew.

5) Gospel readers should understand the redundancy of Matthew and Mark.

29. **By the use of the phrase "to this day" in Matthew 27:8, Gen. 26:33 and 2 Sam. 6:8, how could we imply about the time of writing of the referred books?** It implied that

1) Matthew, Genesis, and 2 Samuel were written **at the same time** as the situation in the book took place.

2) Matthew, Genesis, and 2 Samuel were written **right after** as the situation in the book took place.

3) Matthew, Genesis, and 2 Samuel were written **long after** as the situation in the book took place.

4) Matthew, Genesis, and 2 Samuel were written **right before** as the situation in the book took place.

5) Matthew, Genesis, and 2 Samuel were written **long before** as the situation in the book took place.

30. **According to the historical background of the book of Matthew, how does it affect the way of reading Matthew?**

1) Readers should excuse the redundancy of the Gospel Mark and Matthew

2) Readers should appreciate compatible accounts of Jesus from the Gospel Mark and Matthew

3) Readers understand why Matthew directed the Gospel solely to Israel

4) Reader should be aware that the Gospel Matthew was written from the perspectives of the people in later decades after 70CE

5) All answers are correct

----- END OF THE TEST -----

Appendix H

Adolescent Motivations for School Reading questionnaire (AMSR)

Name: _____ Date: _____
 Teacher: _____ Period: _____

School Reading Questionnaire

Please read the following statements and select the response that best fits how YOU feel about reading for your Language Arts/Reading class this school year.

When answering the questions think about anything you read for Language Arts/Reading class this school year. This could include any of the following materials: fiction books, non-fiction books, textbooks, magazines, newspapers, and Web sites.

For each question think about how similar the statement is to YOU and how YOU feel about reading for your Language Arts/Reading class this school year. Decide whether the statement is: a lot like you, somewhat like you, not like you or not at all like you.

Sample Questions

1. I enjoy playing sports for school.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

2. I believe Language Arts/Reading class is important for my future.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

Remember to answer the questions **honestly** based on your own experiences. There are no right or wrong answers. Your teachers, parents and friends will **not** see your answers.

1. I enjoy the challenge of reading for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

2. I share my opinion about what I read for Language Arts/Reading class with my classmates.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

3. I choose to do other things besides read for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

4. I can figure out difficult words in reading materials for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

5. I make fun of my classmates' opinions about what they read for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

6. I believe I am a good reader for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

7. I enjoy finding new things to read for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

8. I respect my classmates' opinions about what they read in Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

9. I read as little as possible for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

10. I feel successful when I read for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

11. I am good at reading for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

12. I enjoy it when reading materials for Language Arts/Reading make me think.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

13. I enjoy reading for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

14. I choose easy books to read for Language Arts/Reading class so I don't have to work hard.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

15. Reading for Language Arts/Reading class is boring to me.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

16. I try to convince my classmates that the reading for Language Arts/Reading class is a waste of time.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

17. I skip words when reading for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

18. I respect other students' comments about what they read in Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

19. I have a hard time recognizing words in books for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
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Like Me	Like Me	Like Me	Like Me
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20. I share what I learn from reading for Language Arts/Reading class with my classmates.

Not At All Like Me	Not Like Me	Somewhat Like Me	A Lot Like Me
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21. I show interest in what my classmates read for Language Arts/Reading class.

Not At All Like Me	Not Like Me	Somewhat Like Me	A Lot Like Me
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22. Reading materials for Language Arts/Reading class are difficult to read.

Not At All Like Me	Not Like Me	Somewhat Like Me	A Lot Like Me
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23. Reading for Language Arts/Reading class is usually difficult.

Not At All Like Me	Not Like Me	Somewhat Like Me	A Lot Like Me
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24. Reading for Language Arts/Reading class is difficult for me.

Not At All Like Me	Not Like Me	Somewhat Like Me	A Lot Like Me
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25. It is hard for me to understand reading materials for Language Arts/Reading class.

Not At All Like Me	Not Like Me	Somewhat Like Me	A Lot Like Me
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26. I keep what I learn from reading for Language Arts/Reading class to myself.

Not At All Like Me	Not Like Me	Somewhat Like Me	A Lot Like Me
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27. I enjoy reading in my free time for Language Arts/Reading class.

Not At All Like Me	Not Like Me	Somewhat Like Me	A Lot Like Me
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28. I think I am a good reader for Language Arts/Reading class.

Not At All Like Me	Not Like Me	Somewhat Like Me	A Lot Like Me
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29. I make fun of other students' comments about what they read in Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

30. I think reading for Language Arts/Reading class is hard.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

31. I offer to help my classmates with reading for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

32. Reading for Language Arts/Reading class is a waste of time.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

33. I leave my classmates alone when they have problems reading for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

34. I am good at remembering words I read for Language Arts/Reading class

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

35. I recognize words easily when I read for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

36. I make lots of mistakes reading for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

37. I keep my opinion about what I read for Language Arts/Reading class to myself.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

38. I am uninterested in what other students read for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

39. I avoid reading for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

40. I try to cheer my classmates up if they have problems with reading in Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

41. I like to read for Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

42. I think I can read the books in Language Arts/Reading class.

Not At All	Not	Somewhat	A Lot
Like Me	Like Me	Like Me	Like Me

Adolescent Motivations for School Reading (Items by Construct)

Intrinsic Motivation ($\alpha = .92$, 9 items)

I enjoy reading for Language Arts/Reading class. (13)

I enjoy it when reading materials for Language Arts/Reading make me think. (12)

I enjoy reading in my free time for Language Arts/Reading class. (27)

I feel successful when I read for Language Arts/Reading class. (10)

I like to read for Language Arts/Reading class. (41)

I enjoy the challenge of reading for Language Arts/Reading class. (1)

I enjoy finding new things to read for Language Arts/Reading class. (7)

*Reading for Language Arts/Reading class is boring to me. (15)

*Reading for Language Arts/Reading class is a waste of time. (32)

Avoidance ($\alpha = .75$, 4 items)

I choose to do other things besides read for Language Arts/Reading class. (3)

I avoid reading for Language Arts/Reading class. (39)

I skip words when reading for Language Arts/Reading class. (17)

I choose easy books to read for Language Arts/Reading class so I don't have to work hard. (14)

†I read as little as possible for Language Arts/Reading class. (9)

Self-Efficacy ($\alpha = .89$, 7 items)

I am good at reading for Language Arts/Reading class. (11)

I am good at remembering words I read for Language Arts/Reading class. (34)

I recognize words easily when I read for Language Arts/Reading class. (35)

I think I am a good reader for Language Arts/Reading class. (28)

I believe I am a good reader for Language Arts/Reading class. (6)

I can figure out difficult words in reading materials for Language Arts/Reading class. (4)

I think I can read the books in Language Arts/Reading class. (42)

Perceived Difficulty ($\alpha = .92$, 7 items)

Reading for Language Arts/Reading class is difficult for me. (24)

I make lots of mistakes reading for Language Arts/Reading class. (36)

It is hard for me to understand reading materials for Language Arts/Reading class. (25)

Reading materials for Language Arts/Reading class are difficult to read. (22)

Reading for Language Arts/Reading class is usually difficult. (23)

I have a hard time recognizing words in books for Language Arts/Reading class. (19)

I think reading for Language Arts/Reading class is hard. (30)

Prosocial Interactions ($\alpha = .80$, 8 items)

I share what I learn from reading for Language Arts/Reading class with my classmates. (20)

†I try to cheer my classmates up if they have problems with reading in Language Arts/Reading class. (40)

I share my opinion about what I read for Language Arts/Reading class with my classmates. (2)

I offer to help my classmates with reading for Language Arts/Reading class. (31)

I show interest in what my classmates read for Language Arts/Reading class. (21)

*I keep what I learn from reading for Language Arts/Reading class to myself. (26)

*I leave my classmates alone when they have problems reading for Language Arts/Reading class. (33)

*I keep my opinion about what I read for Language Arts/Reading class to myself. (37)

*I am uninterested in what other students read for Language Arts/Reading class. (38)

Antisocial Interactions ($\alpha = .84$, 4 items)

I make fun of my classmates' opinions about what they read for Language Arts/Reading class. (5)

†I try to convince my classmates that the reading for Language Arts/Reading class is a waste of time. (16)

I make fun of other students' comments about what they read in Language Arts/Reading class. (29)

*I respect my classmates' opinions about what they read in Language Arts/Reading class. (8)

*I respect other students' comments about what they read in Language Arts/Reading

class. (18)

Notes: Factor structure based on a principal axis factor analysis with oblique rotation.

*

Item negatively loaded on the factor and was reverse coded when forming the construct. †

Item failed to load on a single factor and was not included in forming the final construct.



Appendix I

Christian Theological Reading Motivation Questionnaire

แบบสอบถามเรื่องการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน (Pretest)

กรุณาอ่านข้อความต่อไปนี้และเลือกคำตอบที่ตรงกับความรู้สึกของคุณมากที่สุด ได้แก่

4 = ตรงกับคุณมาก 3 = ตรงกับคุณบ้าง 2 = ไม่ค่อยตรงกับคุณ 1 = ไม่ตรงกับคุณเลย

ก่อนการอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนในปีการศึกษานี้
ขณะที่ตอบคำถาม ให้นึกถึงสิ่งที่คุณจะอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน
ในปีการศึกษานี้ เช่น พระคัมภีร์ บทความวิชาการคริสเตียน อรรถาธิบาย ตำราทางเทววิทยา เป็นต้น

		4	3	2	1	ฉันขออธิบาย เสริมว่า
1	ฉันรู้สึกสนุกกับความท้าทายจากการอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน					
2	ในวิชาการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันแบ่งปันความคิดเห็นของฉัน เกี่ยวกับเรื่องที่ฉันอ่านให้กับเพื่อนร่วมชั้น					
3	ฉันเลือกที่จะทำสิ่งอื่นนอกเหนือจากการอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน					
4	ฉันเข้าใจคำยากได้เมื่ออ่านสิ่งที่ให้อ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน					
5	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันสื่อเสียความคิดเห็นของเพื่อนในห้องเกี่ยวกับสิ่งที่พวกเขาอ่าน					
6	ฉันเชื่อว่า ฉันเป็นนักอ่านที่ดีในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน					
7	ฉันรู้สึกสนุกกับการหาสิ่งใหม่มาอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน					
8	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันเคารพความคิดเห็นของเพื่อนในห้องเกี่ยวกับสิ่งที่พวกเขาได้อ่าน					
9	ฉันอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนน้อยที่สุดเท่าที่จะเป็นไปได้					
10	ฉันรู้สึกถึงความสำเร็จเวลาอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน					
11	ฉันอ่านเก่งในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน					
12	ฉันรู้สึกสนุกเมื่ออ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนเพราะมันทำให้ฉันได้คิด					
13	ฉันรู้สึกสนุกกับการอ่าน ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน					

14	ฉันเลือกหนังสืออ่านง่ายมาอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิง เทววิทยาคริสเตียนเพื่อที่ฉันจะไม่ต้องอ่านหนัก					
15	การอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนเป็น เรื่องน่าเบื่อสำหรับฉัน					
16	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันพยายาม ทำให้เพื่อนในห้องเชื่อว่าการอ่าน เป็นเรื่องเสียเวลา					
17	ฉันอ่านแบบข้าม ๆ เวลาที่อ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทว วิทยาคริสเตียน					
18	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันเคารพ ความคิดเห็นของนักศึกษาคนอื่นเกี่ยวกับเรื่องที่เขาอ่าน					
19	ฉันมีความลำบากในการจำคำต่าง ๆ เมื่ออ่านชั้นเรียนการอ่าน ภาษาอังกฤษเชิงเทววิทยาคริสเตียน					
20	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันแบ่งปันสิ่ง ที่ฉันเรียนรู้จากการอ่านกับเพื่อนร่วมชั้น					
21	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันแสดง ความสนใจต่อสิ่งที่เพื่อนร่วมชั้นอ่าน					
22	สิ่งที่ให้อ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน เป็นสิ่งที่อ่านยาก					
23	การอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนมักเป็น เรื่องที่ยาก					
24	การอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนเป็น เรื่องยากสำหรับฉัน					
25	เป็นเรื่องยากสำหรับฉันที่จะเข้าใจสิ่งที่ให้อ่านในชั้นเรียนการอ่าน ภาษาอังกฤษเชิงเทววิทยาคริสเตียน					
26	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันเก็บสิ่งที่ ฉันเรียนรู้จากการอ่านไว้คนเดียว					
27	ในเวลาว่าง ฉันรู้สึกสนุกกับไปกับการอ่านของชั้นเรียนการอ่าน ภาษาอังกฤษเชิงเทววิทยาคริสเตียน					
28	ฉันคิดว่า ฉันเป็นนักอ่านที่ดีในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทว วิทยาคริสเตียน					
29	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันล้อเลียนคำ วิจารณ์ของนักศึกษาคนอื่นเกี่ยวกับสิ่งที่เขาอ่าน					
30	ฉันคิดว่า ชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนเป็นชั้น เรียนที่ยาก					
31	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันให้ความ ช่วยเหลือเพื่อนร่วมชั้นในการอ่าน					
32	การอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนเป็น การเสียเวลา					
33	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน ฉันทิ้งให้ เพื่อนในห้องอยู่คนเดียวเมื่อเขามีปัญหา					

34	ฉันจำคำที่ฉันอ่านได้เก่งในชั้นเรียนการอ่านภาษาอังกฤษเชิงทฤษฎีคริสเตียน					
35	ฉันจดจำคำได้ง่ายโดยเวลาอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงทฤษฎีคริสเตียน					
36	ฉันทำผิดพลาดหลายครั้งในชั้นเรียนการอ่านภาษาอังกฤษเชิงทฤษฎีคริสเตียน					
37	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงทฤษฎีคริสเตียน ฉันเก็บความคิดเห็นของฉันไว้คนเดียวเกี่ยวกับสิ่งที่ฉันอ่าน					
38	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงทฤษฎีคริสเตียน ฉันไม่สนใจสิ่งที่นักศึกษาคอนอื่นอ่าน					
39	ฉันหลีกเลี่ยงการอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงทฤษฎีคริสเตียน					
40	ในชั้นเรียนการอ่านภาษาอังกฤษเชิงทฤษฎีคริสเตียน ฉันพยายามให้กำลังใจเพื่อนร่วมชั้นถ้าเขามีปัญหาในการอ่าน					
41	ฉันชอบอ่านในชั้นเรียนการอ่านภาษาอังกฤษเชิงทฤษฎีคริสเตียน					
42	ฉันคิดว่าฉันสามารถอ่านหนังสือในชั้นเรียนการอ่านภาษาอังกฤษเชิงทฤษฎีคริสเตียนได้					

Appendix J
Sample of students' work

Word: ความหมาย (Meaning)
 ประโยค (Sentence)
 ประโยค (Sentence)

คำ: ความหมาย (Meaning)
 ประโยค (Sentence)
 ประโยค (Sentence)

Unit 3 Worksheet 2 'Concept Mapping'

Directions: Write the ideas from your passage in the right place of the concept map.

10

Singing the Psalms of Remembrance to Jesus

Idea ①
 He remembered the exodus, the conquest and the other many times.

Idea ②
 God's redemptive acts that took place on the cross.

Idea ③
 Jesus Christ will return again as judge.

God delivered Israel from distress

God's hand at work.

It's climax of the story.

The vision of the psalmist.

He expected redemptive in the future.



Appendix K
Pictures of classroom activities
Motivation practices of choice



In group, students were choosing the Bible passage to read together.



Students chose their own way to present what they had read.



Students chose their own way to present what they had read.

VITA

Jenjira Kiriratnitikul was born in Bangkok in 1976. She graduated her Bachelor of Arts, in English major and in French minor, from the Faculty of Arts, Chulalongkorn University, in 1996.

She also accomplished her Master of Divinity in 2005 and was an assistant pastor at Blessing Corner Church, the Seventh District, Church of Christ in Thailand. In 2007, she became a theological instructor at Bangkok Institute of Theology. Then, she transferred to teach English at the same institute.

In 2012, she furthered her Master degree in Education, in Teaching English as a Foreign Language program, from the Faculty of Education, Chulalongkorn University. Now she currently teaches Christian theological English to the Christian students who dedicate their life to serve God as pastors, and/or Christian teachers and preachers.

In the future, she anticipates teaching English to tribal students in remote areas, where children need to be equipped educationally and spiritually.