



**EFFECTS OF THE INTEGRATION OF
CONTENT-BASED INSTRUCTION ON THAI EFL
PRIMARY STUDENTS' READING COMPREHENSION**

BY

MISS SUNISA SOKHAMKAEW

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
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ENTITLED

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COMPREHENSION

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English Language Teaching

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ABSTRACT

Abstract: The purposes of this study were to investigate the effects of Content-Based Instruction (CBI) on Thai primary students' reading comprehension and examine their opinions toward CBI. There were 30 students in an IEP program who were selected through convenience sampling. A mixed method design was applied in this research study. The research instruments used to collect the data were pre- and post-tests, a self – assessment questionnaire and a semi-structured interview. SPSS and Microsoft Excel were used to analyze the data in statistic while the content analysis was used to describe the data from the semi-structured interview thoroughly. The results indicated that Thai EFL primary 6 students improved their reading comprehension after the integration of CBI. The average score of their post-test was 20.03. A dependent sample t-test was - 8.66. There difference was statically significant ($p < 0.05$). Moreover, the majority of students agreed that CBI enhanced their participation in the classrooms and encouraged their English language learning.

Keywords: Content-Based Instruction, Intensive English Program, Thai EFL students, Reading comprehension

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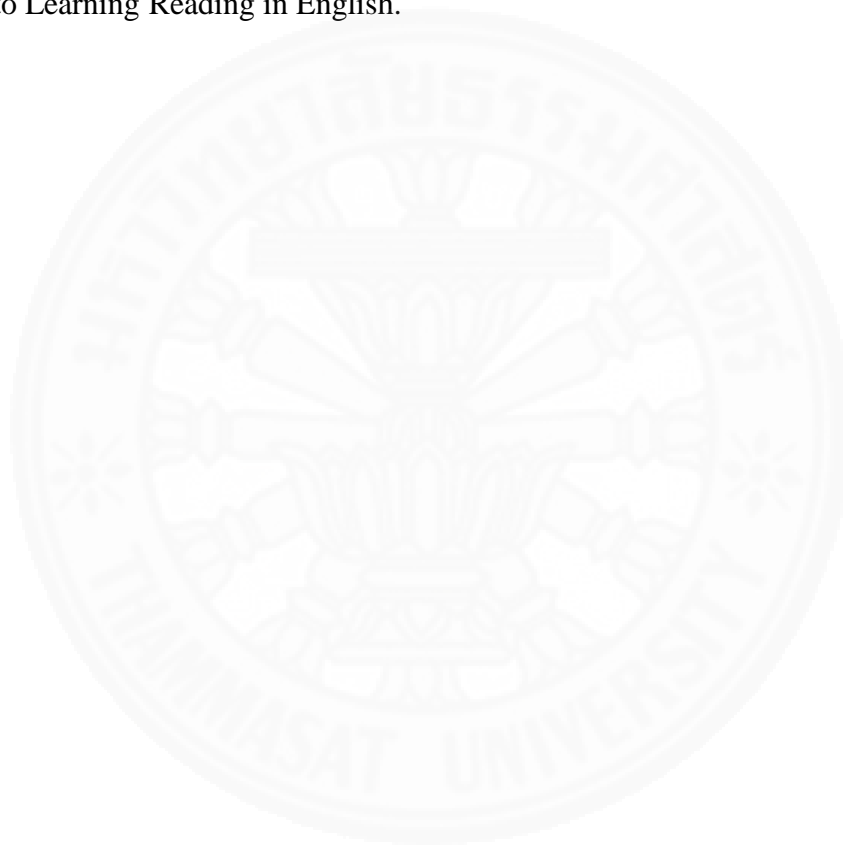
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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
EFL	English as a foreign language
CBI	Content-Based Instruction
IEP	Intensive English Program
EP	English Program
MEP	Mini English Program
EIS	English Integrated Study
CLT	Communicative Language Teaching
TL	Target language

CHAPTER 1

INTRODUCTION

Among the adjustments under globalization, people have changed their lifestyles into another way. Children have grown up in a social setting. They have learned to communicate and stay with other people instead of being alone. In order to survive in society today, and overcome the rapid changes, it is necessary to have competency in both language proficiency and academic knowledge. At the present time, we cannot deny that English is the language which has been chosen to use as a medium in communication by many people in many countries. Wherever people go or whatever people do most of those things involve English language. A part of peoples' daily routine is always reflected by English language, for example, advertisements, news, shops, places, directions and books etc. Hence, it can be proved that English language impact has been more considerable and it has affected every single corner in this world.

Reading is considered as the most important skill because it can help learners as an instrument that is used to acquire knowledge. Obviously, Thai people usually have more opportunities to read various English printed materials rather than opportunities to speak, listen or write English in their daily life (Phupradid, 2003).

In the EFL context, reading skill is very essential because most of the text books, the sources of science knowledge, and information on higher technology, advanced studies or other kinds of reading materials inside or outside the classroom, they need to read are published in English. Therefore, reading ability is like a foundation skill that most learners must master. (Roe, Stoodt, & Burns, 1998).

Pumirat, as far back as (1992), stated that Thai students' reading is not successful and students have unsatisfactory levels in reading ability. Similarly, a study of English reading problems of Thai 12th-grade students in Nakornratchasima educational regions 1, 2, 3, and 7 by Songsri (1999)

indicated that students had poor reading abilities in terms of vocabulary, syntax, and grammar, and they were not able to guess meaning from the context. Students lacked those reading abilities and this caused the problems when they wanted to find the main ideas or the key details by using skimming or scanning techniques, make inferences, find the reference, restate, sequence facts from opinions, or determine the author's mood and tone.

Additionally, the main problem which most ESL/EFL students encounter is they have limited knowledge of vocabulary and sentence structure when reading English texts. (Gunning, 2002). In addition, Adunyarittigun (2002) stated that the main difficulty that the participants had was predicting the meaning in context because they had inadequate knowledge of language structure and vocabulary. Besides, Champarung (1999), Purisodom, (1999), Thani (1999), and Vongsathien (1999) conducted research to explore the English achievement of Mathayomsuksa 6 students. The same results were concluded and showed that students had low level in reading ability. Especially, Thai students have problems in vocabulary and sentence structure when reading texts, which causes problems in their reading comprehension.

Content-Based Instruction (CBI), a successful version of the Communicative approach to language teaching, was introduced to entail learners to learn it instead of learning to use English. (Howatt (1984:279). Learning through this approach can help students be better in academic achievements and language abilities. This approach is able to enhance students' knowledge in content because the teacher teaches language through context and content in the students' subject matters. Moreover, Stoller, (2002) stated that Content-Based Instruction or CBI has been used successfully in many language learning contexts and has spread widely over several decades.

Besides, the Kristen's Monitor Model (Davies, 2006) supports Content-Based Instruction: When learners are provided comprehension input, it is easier to receive the target language that causes the learners acquire it eventually. He highlighted the ways to decrease learners' anxiety for example giving both interesting texts and meaningful activities, which are intelligible to learners, and there are essential features in CBI: "learning a language through

academic content, engaging in activities, developing proficiency in academic discourse, fostering the development of effective learning strategies” (Davies, 2006)

To sum up, most of the current teaching philosophy in Thailand is mostly focused on teaching English to learners in order to increase their accuracy and remembrance, which is in contrast to Content-Based Instruction (CBI) which is believed to be able to encourage learners to learn meaningfully and variously.

In conclusion, Thai students’ English reading is one topic of concern among Thailand educationalist because most Thai students cannot read English texts by themselves. They have normally learned by repeating from the teachers and remember those sentences in Thai words. Students do not even get the meaning from what they read. And when they cannot read and understand the texts, it can cause a difficulty for them. Some learners can be discouraged and give up on their learning and do not want to study further in English. Also, in examinations they may get unsatisfactory results. Therefore, to use an appropriate approach which is regarded as a practical method that can improve students’ language competency and enhance students’ knowledge content, like Content-Based Instruction, may bring improvements in students’ reading comprehension skills and their opinions about their language learning which can be helpful and necessary for learners and teachers in the EFL context.

1.1 Statement of the Problem

According to the above provided information, reading in EFL contexts is one of four skills which are required and very necessary for students. Students need to use this skill as one of their receptive skills. Emphasis is put on Thai primary 6 students who need to use this skill in many national tests such as O-NET, A-NET, or when they need to take the tests in order to continue their study in secondary level, while their reading basic skills are not activated and built in an appropriate way. Reading skills are not easy to improve since students have mostly learned English through a word and

sentence method, and students have rarely had opportunity to read and practice their reading skills in the classroom.

Longsombun (1999) conducted research to examine the English achievement of Prathomsuksa 6 students in Chonburi, Nonthaburi, Samutprakan, Samutsakorn, and Prathumtani. The results revealed that their reading ability was below the minimum criteria. Today results are similar. Since Thai students still face problems with their reading ability, hence teaching reading with primary students should develop their reading skills by the utilization of an appropriate approach which can support students when they have to encounter various kinds of difficult context and content. Besides, students' opinion is one key that affects their second language learning so it will be beneficial if the teachers consider students' opinions in order to promote learners' learning.

There are many research studies which have showed that CBI is useful and readily adaptable in classroom learning, for example, research findings about the effects of CBI for English majors in the Chinese context. The results showed that Content Based Instruction, or CBI, gave better results than Skill-Oriented Instruction, or SOI, in increasing language knowledge, developing language skills and enhancing disciplinary knowledge for learners. Besides, it was able to achieve the general objectives of the national curriculum effectively. (Chang Junyue & Xia Yang, 2011). Another interesting example of CBI use in a classroom ,by Sari, Alci, Karatas and Ejder (2015),showed that the responsibility and active participation of 20 male participants were increased.

According to previous studies, the CBI is one approach which researchers believe can be used to improve students' language knowledge, language learning, students' responsibility and their participation in class so it was worth a try to investigate the effects of the integration of CBI on Thai EFL primary 6 students' reading comprehension and their opinions toward CBI lessons in the classrooms.

1.2 Objectives of the Study

1.2.1 To investigate effects of the integration of CBI on Thai EFL primary 6 students' reading comprehension in an Intensive English Program.

1.2.2 To explore Thai EFL primary 6 students' opinions toward the application of CBI in Intensive English Programs.

1.3 Research Questions

1.3.1 How different are pre and post-test scores of Thai EFL primary 6 students after application of CBI in an Intensive English Program?

1.3.2 What are Thai EFL primary 6 students' opinions toward CBI?

1.4 Significance of the Study

Thai education has been trying to develop the Thai education system by launching a curriculum and national policy to improve English teaching and learning, emphasizing young students' skills in the language. There are many English programs or immersion programs provided in schools to respond to those requirements, for example, EP, MEP, EIS, or IEP. These programs mostly focus on students' development in English skills as well as academic knowledge. Especially, in the IEP program, students are taught and presented the contents through the second language which is English. It is consistent with the CBI approach which can effect students' learning.

This research study presents the results of the integration of CBI into Thai EFL primary 6 students' reading comprehension, gives their opinions, and shows students' achievement in learning through this approach in IEP program. Besides, if the results revealed that students could develop their reading comprehension and cause good effects on their opinions in learning, it is going to be useful for any schools or any institutions that provide these types of program. Moreover, the research study also includes useful information for primary English teachers who have been applying or designing courses using the CBI in their classroom.

1.5 Definitions of Terms

In this research study, key terms are defined as follows.

1.5.1 Content-based instruction in the English language classroom

In this study, content-based instruction or CBI in the English language classroom refers to the lessons that aim to provide both competency in the language and knowledge of the content areas at the same time. The prospective classes will be English classes where teachers use interesting topics to motivate learners to learn both content and the linguistic features of the target language.

1.5.2 Intensive English Program or IEP program

IEP is the abbreviation of the Intensive English Program which is provided and controlled under Make A Wit Company Co.,LTD. In Thailand, this program is a supplementary course including English, Mathematics, and Science, taught purely in English language. The curriculum is based on the Thai Ministry of Education Curriculum.

1.5.3 Reading comprehension

Reading is defined as a receptive skill that students acquire while they are learning through the integration of CBI in their classroom and in this research study focuses on students' reading comprehension in their pre-test and post-test results.

1.5.4 Opinions

Opinions in this research study are described as Thai EFL primary 6 students' perspectives, thoughts and feelings toward the integration of CBI in their lessons.

1.6 Scope and Limitation of the Study

The main setting for collecting the data was from a catholic school in Sriracha, Chonburi which is a customer of Make A Wit Company Co.,LTD. Many schools close from February to May in Thailand, but this school opened for their summer course, so the researcher decided to choose students in this school as the participants. This school contains a big number of students, from kindergarten 1 to grade 12, so the researcher selected only 30 students from

primary 6, who had already studied in an Intensive English Program, to participate in this research study.



CHAPTER 2

REVIEW OF LITERATURE

This research study mainly aimed to investigate effects of the integration of CBI on Primary 6 students' reading skills and their opinions in a Thai EFL context. Many related reports and research studies were read and examined in order to support this research in terms of validity and approval. There were many studies and academic articles reviewed to see the importance and background of the study. The main topics which are presented in this study are Content-Based Instruction or CBI, Features of Content-Based Instruction, reading and its importance, opinions and interesting relevant studies concerning CBI and students' learning.

2.1 Content-Based Instruction (CBI)

There is a variety of definitions for Content-Based Instruction, or CBI, from many experts which have been presented in the relevant literature. According to Channa and Soomro (2015) content-based instruction is one of the language education approaches which is based on the principle of communicative language teaching (CLT). It contrasts to other approaches which rely on behavioral precepts. It supports the negotiation of meaning through a target language (TL) communication and dialogue.

CBI is used as a term to represent an instructional approach in which its objectives are learning language and content. It encourages a dual task in learners. (Davies, 2003) Emphasizing the linguistic, cognitive, metacognitive skills and subject matters are strong academic orientations that learners will acquire from most content-based settings. (Stoller, 2002)

According to Brinton, Snow and Wesche (1989, p.2) CBI has aims in content and language-teaching integration. It is cooperating teaching that provides both subject matter and second language skills.

Additionally, CBI is a popular approach that has been widely adapted in second language teaching since the 1980s because teaching in CBI is designed to involve the content or information which learners will learn, rather than linguistic or other types of syllabus. (Richards & Rodgers, 2001: 204).

Moreover, CBI is a “curricular approach” (Cammarata, 2009, p. 561) or “a dual-focused educational approach” (Coyle, Hood, & March, 2010, p.1) where it is believed that language instruction will be the most effective as it is related to the communication in meaningful and significant social and academic contexts.

Dalton-Puffer et al (2010) explained that the CBI approach is effective because it is similar to when we learn our mother tongues. There are some benefits of this method claimed as follows:

- 1) CBI helps students increase their interests and motivation.
- 2) CBI promotes students’ development and independence
- 3) CBI enhances students’ world-knowledge and subject-specific knowledge.
- 4) CBI supports teachers to teach the new content in second language
- 5) CBI incorporates students’ skills such as critical thinking skills through note-taking, summarizing and presentation skills.
- 6) CBI builds on collaborative learning.

To sum up, CBI is an approach which provides learners both language competency and content knowledge. While learners are learning the content, they will be able to absorb the language automatically. Since the teacher teaches the content through the language, students will have an opportunity to get both the content and language which differs from other approaches.

2.1.1 Features of Content-Based Instruction

To give students the academic language is one of the main targets of CBI. Students will be developed in both BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) (Briton, Snow, and Welshe (cited in H.Deita) Grabe & Stoller (1997) stated that there are seven strong features of CBI as follows:

- (1) Content-Based Instruction is significant and relevant.

In content-based classrooms, students are revealed many kinds of language while exploring content. That contingent knowledge should be comprehensible, linked to their background knowledge, and related to their needs. Teacher and students will get an opportunity to encounter an interesting content and students will be engaged in appropriate language activities in class.

(2) Content-Based Instruction assists contextualized learning. Students who learn through this method will be taught with useful language that is embedded in learning with relevant discourse contexts instead of learning isolated language fragments. Students will be required to attend, use and negotiate content through language in natural purposeful contexts.

(3) CBI increases the opportunity to use the content knowledge of the learners. Students in this kind of classroom will call on their own prior knowledge or background knowledge in order to acquire the new knowledge and content material.

(4) CBI generates motivation in learners. Since students learn through this method, they will have many chances to be involved with complex information and demanding activities which could be able to increase students' intrinsic motivation.

(5) CBI supports learning in a natural way, such as cooperative, apprenticeship, experiential, and project-based learning.

(6) CBI allows flexibility and adaptability. In content-based classroom, teachers are able to adjust the class based on both teacher and student's need.

(7) CBI emphasizes student-centered classroom activities.

To conclude, CBI is one language approach which is appropriate to be selected to use in classrooms since it could be able to provide authentic knowledge and meaningful content, link to students prior learning, support contextualized learning, increase student opportunity to use the content knowledge, motivate students' motivation, promote learning strategy instruction and practice, adapt the curriculum and activity, and encourage student-centered classroom activities.

2.1.2 Types of Content-Based Instruction (CBI)

Davies (2003) , described the types of CBI, which can be divided into four main types: sheltered, adjunct, academic tasks, and based on theme-based.

2.2.1 In the Sheltered Model, students will be specially helped to understand regular classes. There will be two teachers who work together as content specialize and ESL specialist in a specific subject.

2.2.2 The Adjunct Model is usually used by ESL teachers. The purpose of this type of CBI is to prepare students in mainstream classes where they will face English L1 learners. It is as same as specific purposes classes which focus on specific target vocabulary.

2.2.3 For CBI based on academic tasks, teachers will assign the tasks by considering students needs for their academic work and choose the content in order to make students practice frequently. The task-based approach will promote problem-solving activities. Learners are required to complete tasks by engaging with a lot of types of research, negotiating, discussing and focusing on language they need to understand and also they will have a chance to present their ideas on any area orally and in writing.

2.2.4 The Theme-based is CBI is normally found in an EFL context., Teachers are able to design a course to enhance student's interest and choose the main content to teach from a big amount of topics. Stoller and Grabe (1997) present another example in the theme based model which is a major topic and it's subdivided topics. A six-item outline which covers the basic components of the model are stated in order to give a better understanding of the organization of such a theme based course.

2.2.4.1 The Six-T's approach

The Six-T's approach , which contains themes, texts, topics, threads, tasks, and transitions is an approach to theme-based instruction which was chosen to use in this research study because this approach can provide the learning design which is fit to the model of CBI. (Stoller and Grabe, 1997). Also, Stoller and Grabe stated 3 main objectives of Six-T's approach, which are: 1) it focuses the theme in learning, 2) teacher has freedom to make the curriculum and the decision to choose the contents, and 3) there is an appropriate balance between language learning and subject matter. Also, it can be used both when the teacher wants to control the contents and when the contents needed to be controlled by a central curriculum plan.

Additionally, Stoller and Grabe (1997) stated that a six-T's approach provides students the priority in their needs, goals, intuitional expectations, available resources,

teacher abilities, and expected outcomes. There should be a specification of those criteria in order to make the best decisions about the six curricular components.

2.2.1.4.1 Themes are the base of the lessons. They are considered as the main ideas that are used to construct other components, such as the contents, texts and tasks in order to achieve the objectives of the course, the students' needs and interests, and institutional expectation.

2.2.1.4.2 Texts are the materials used in learning. They are the content resources which can guide the teachers and learners to reach the goals of course.

2.2.1.4.3 Topics are the subtitle of the elements of major content which can help to investigate the coherence of the theme thoroughly. They can build a setting where learners could be able to learn both content and language.

2.2.1.4.4. Threads are the ties between the themes and the overall curriculum. Threads can give opportunities to explore the content and language from different viewpoints as well as bridging the themes.

2.2.1.4.5 Tasks are the exercises or activities which learners need to use their appropriate learning skills to achieve the aims of the courses.

2.2.1.4.6 Transitions are the pre-planned activities which promote the coherence to the topics in a theme and tasks in a topic.

The Six-T's Approach points out the content as the driving force in curricular decisions. A content-based course based on the Six-T's Approach needs to specify themes, use appropriate texts that can support the themes, and build coherent supporting topics. Various kinds of the content resources such as texts offer language learning environment and activities. Students can use language and content in their communication meaningfully.

In this research study, the Intensive English Program is Content-Based Instruction which is theme-based because the teacher designed a course to enhance student's interest. The teacher provided the exercises, tasks and activities based on the students' interests.

2.2 Reading

There are several ways to get knowledge. Reading is the main input method in language learning that people use to obtain it. Goodman (1973) stated that reading is a selective process which combines an interaction between thought and language. Efficient reading does not mean to focus on all elements, but on the most productive cues that help readers guess which are right at the first time. Besides, reading experts define reading as “the process of constructing meaning through the dynamic interaction of the reader’s existing knowledge, the information suggested by the written text, and the context of the reading situation” (Anthony, Pearson & Raphael, 1993, p.284). Moreover, the Cognitive Psychology and the modern reading theory consider the purpose of reading is to gain meaning and that process concludes from the sentences and words around in the context.

To conclude, reading is a receptive skill that people use to broaden their world and knowledge, it is the input process that emphasizes thought and language skills in learners. In addition, the modern theory believes that in reading comprehension, when reading material, the invisible information plays an important role in the second language.

2.3 The importance of reading comprehension skills

Reading comprehension is one type of reading skill which is necessary for people nowadays. Especially for learners, because this type of reading can make them become effective readers (Grabe & Stoller, 2002). Reading comprehension is defined as the ability to understand what the reader reads, where the words found in the context and the meaning in texts. Besides, reading comprehension promotes learners to read proficiently, learn effectively and to be able to conceptualize. It is an earlier stage of reading development. Without developing this reading skill, learners will continually focus on decoding letter and words instead of progressing to meaning and understanding (Grabe & Stoller, 2002).

2.4 Opinions

According to Krippendorff (2005), opinion is one’s thought or one’s view on something which can differ from the others. Opinions are when you are able to think

independently, have preferences, judge in one way or another. To have opinions can be called cognitive autonomy which sometimes can be unpredictable.

There are some researchers that study about students' opinions on their learning methods, with benefits to the education and people who may be concerned, in order to use or adapt in those learning methods or approaches in their working field.

Idin & Aydogdy (2016) investigated the opinions of students in Grade 7 about enriched Educational Practices in the scope of science. They collected the data throughout the fall semester during 2014-2015 academic years on the scope of systems within our body, force and motion unit, and electric within our lives units. The research instruments that used to collect the data were a semi-structured interview form, observation form and students journals. The findings revealed that student found science class more fun, more effective, interesting and good. Students liked the course more, understood and learned well as a result of the Enriched Educational Practices. Besides, they also wanted the teacher to adapt the Enriched Educational Practices to other units in science.

2.5 Relevant studies concerning with Content-Based Instruction

Valeo (2013) conducted a research study to examine the effect and the effectiveness of introducing a focus on form approach to a content-based, occupation specific language program for adults. There were 36 adults participated in this research study. They were separated into 2 groups ,which were 20 people studying through the content-based instruction with a form focus, and another group which was 16 people learning through the content-based instruction that focused on meaning over 10 weeks. Pre-test/post-test/delayed test were used as the instruments to collect the data. The results showed that both groups gained in most of the language measure. In addition, the adult learners with a form focus were able to do the content knowledge tests well.

Yuen Yi Lo (2014) conducted a study to investigate the second language learning opportunity in different academic subjects in content-based instruction. The participants in this research were nine teachers who had 3 to over 20 years (average 12 years) teaching experience. The context of the study was an English-medium

secondary school in Hong Kong. The data which were the recording of twenty-two 35-40 minute lessons (12 science and 10 humanities lessons) were collected during February and June 2009. The results showed that students were higher proportion in utterance and they were able to respond in significantly longer turns. The lessons were less teacher-centered, with students given more interaction. Moreover, it's clearly that the teachers got more time to give students corrective feedback which is useful and help students overcome their difficulties. In addition, in the CBI context, humanities or social studies subjects let students have more opportunities to participate in second language learning.

Irfan, Alct, Karatas and Ejder (2015) conducted research to study whether students' content responsibility in CBI would increase students' active participation in English lessons or not. The participants were 40 advanced level senior male students which were divided half into a control group and another 20 to experimental group. The researcher used a mixed-method in this study. The researchers used both quantitative and qualitative methods. The qualitative data were collected from the observation and the qualitative data were collected from self-administered questionnaires. The results revealed that CBI can promote students' active participation in English learning. This also helps the teachers in content preparing since students have their own content preparation responsibility in class.

Research was conducted by Stella Kong (2009) to investigate the content and language pedagogies used by a content-trained and language-trained CBI teacher on students' content and language learning. There were two types of teachers discussed in this research; language-trained teachers and content-trained teachers. It is quite difficult for CBI teachers to have equal levels of academic content knowledge and second language ability. (Coyle, 2002; Fruehauf, Coyle, & Christ, 1996; Met, 1998; Short, 1997)

According to Stoller (2004) how to balance the language and content is the most important issue of pedagogy for CBI in all program levels so this research was conducted. The data were collected from video recordings and transcripts of 30 lessons from more than 20 late-immersion schools in Hong Kong, including the subjects of sciences, social sciences, and cultural subjects, and there were video recordings and transcripts of nine lessons from three middle schools in Xi'an. The

findings suggest that a focus on content give a strong foundation for CBI. The form and sequence of language taught should be specified by content material. (Brinton et al.'s, 2003) Besides, the findings revealed that CBI teachers should explain the new content in depth and from different perspectives to promote complex knowledge relationships being constructed by the teacher and students through the use of correspondingly complex language. This study offered the possible effective content and language pedagogies found are as follows: 1) the lesson should be set in a cyclical manner in order to give students multiple opportunities to explore and revisit content and content-related language. 2) There should be the relationship of knowledge and target content especially in complex content. 3) Teachers and students should explore the content by using explicit and consistent ways in targeted language forms. 4) There should be the use of questions and student-student interaction activities in exploring and revisiting the content.

Ya-ling Tsai & Hui-Fang Shang (2010) studied the effects of Content-Based Language Instruction through the design and implementation of a Content-Based literature curriculum. There were 101 sophomores majoring in English from I-Shou University participated in this research study. The researchers used T-test, ANOVA, and semi-structured interviews as data collection instruments in order to examine students' attitudes and the effect of CBLI on reading performance. The result showed that the application of CBLI in a literature class could be able to enhance both students' reading comprehension and critical thinking ability.

Chang Junyue & Xia Yang (2011) investigated the effects of Content-Based Instruction for English Majors in the Chinese context. There were eight intact classes of English majors in Grade 2007 in the English department of DUFL as the participants. Four of them were separated into the experimental group and the other four were a control group. Tests were used as the data collection instruments. It was a quasi-experiment. The quantitative findings indicated that CBI provided better outcomes than Skill-Oriented Instruction (SOI) in developing language knowledge, language skills and disciplinary knowledge, achieving the general objectives of the national curriculum more effectively than the conventional SOI. In addition, the results revealed a positive reaction on the reform of the national curriculum for the education of English major in China.

CHAPTER 3

RESEARCH METHODOLOGY

This research study was designed to investigate effects of the integration of CBI on Thai EFL primary 6 students' reading comprehension and to explore their opinions toward the utilization of CBI. The explanation of research design, context of the study, populations and participants, data collection and instruments, procedures, and data analysis is presented in this chapter.

3.1 Research design

This research study integrated different points of perspective by combining qualitative and quantitative data; it was designed as a mixed-method study which is defined as more than one perspective. (Creswell, 2003; Dornyei, 2007; Disayapong, 2016) In order to see the effects of CBI on Thai EFL primary 6 students' reading comprehension, the researcher elected to apply a pre-test and post-test as the research instruments to compare the results before and after the utilization of CBI on students' reading comprehension skill. The researcher wanted to study not only the effects on reading comprehension in the learners but also their opinions on their own learning. Therefore the researcher used a self-assessment questionnaire to gather students' opinions toward their learning. Besides, the self-assessment questionnaire was an instrument which was used to both affirm the results and to support autonomy learning in students. Moreover, in order to establish assert the results thoroughly in this research study, a semi-structured interview was used to clarify the effects of the integration of CBI in the classroom. In addition, Sadelowski (2003) stated that there are two main objectives in a mixed-method which can be divided into first, to clarify and give better comprehensive understanding of a complex matter, and second to examine the triangulation because it can give the research findings validity. As a result, the researcher believes that this method was able to solve all the research questions of this research study effectively and provide reliability and validity in the result of the study; hence this method was used to conduct this research study.

3.2 Research context

In Thailand, there has been a concentration on teaching and learning English as a foreign language for a long time; and people's awareness of learning English has significantly increased owing to international commerce, especially within Asian countries. To respond to the Thai curriculum and policy in order to promote English in Thai students, many schools have provided many English supplementary courses for the parents and children. An IEP program is often a selected choice for those schools which are able to support English learning in learners.

This research study took place in the Thai EFL classroom context. The participants were Thai primary students in an IEP program which was created and designed by Make A Wit Co.,LTD. With long experiences in Thai education and innovative programs regimes constructed specially for Thai EFL students, Make A Wit Co.,LTD has provided many schools in Thailand with an Intensive English Program (IEP). The main characteristics of this company are using Thai teachers who always speak English, teaching English through three main subjects which are science, mathematics, and English, and taking teaching techniques adapted from the content-based approach.

D.Raphan and J.Moser (1994) stated that in a content-based approach, students simultaneously acquire subject matter expertise and greater proficiency of English, the medium of instruction. Additionally, they learn to master skills necessary for academic success. To conclude, students have to study the contents, in all fields of study, from physics to world history, through English. Therefore, an IEP program which is provided from the company is consistent with CBI. The targeted a supplementary course offered students to enter in order to promote their language competency and enhance their academic knowledge. The setting of this research study was in a private catholic school in Sriracha, Chonburi, located in the eastern part of Thailand. It is a big school which contains 1,751 students, starting from the kindergarten 1 to Grade 12. All classrooms contain facilities and equipment which are useful for teachers' teaching and students' learning.

3.3 Population and Participants

The participants in this research study were 30 students who had studied in primary 6 in an IEP Program at a private catholic school located in Sriracha, Chonburi. They were selected through the convenient sampling method which was suitable and easy for control and management. All participants were Thai students with ages ranging from 11 to 12. The participants who were involved in this research have different proficiency levels in English language. The majority of the students were from similar backgrounds. They had studied in the same class and had had at least one year experience in the IEP program. In the experiment, all students studied 10 lessons which were designed and taught through the CBI by the researcher as a teacher for 30 hours within 4 weeks.

3.4 Research instruments

The study used three different sources for data collection: (a) pre-test, post-test (b) a self-assessment questionnaire and (c) semi-structured interview

3.4.1 Pre- and post- testing of reading

The pre-test was applied for 30 participants in March 2017, including 6 unseen English passages with the form of gap feeling (30 items) selected and adapted from the company's exam resources. The given passages in the test were related to students' general knowledge and appropriate to their level. The test aimed to assess students' reading comprehension before and after the integration of CBI in their lessons. The tests were piloted to 30 students and revised after the process. The difficulty level of the English pre-test was evaluated and examined by the company English academic experts and language experts before launching to the students. The test was a 60 minutes test. The tests were taken from each student immediately when they were completed. The pre-test was set prior to the first lesson. After thirty hours of the instruction, the post-test, which was the same as the pre-test, was carried out in April 2017. The total score of pre-test and the post-test were both 30 points.

3.4.2 Self-Assessment questionnaire

The students also answered a self-assessment questionnaire which aimed to examine their opinions on learning through CBI on the day before the teaching would be finished. The questionnaire was created by the researcher who adapted it from Chou (2013) then got it approved by the experts. The self-assessment questionnaire included 15 self-assessment items which were written in Thai, which was the first language of students, and was later translated into English. Students needed to answer whether they agreed or disagreed on those self-assessment items. Self-assessment was considered as a practical process where students have the participation to evaluate their own learning progress and to encourage their autonomy in their language classroom. (Alderson & Benerjee, 2001; Hughes, 2003; Pinter, 2006; Chou, 2013). For example, there was a study which was designed by European Language Portfolio to stimulate learners by enhancing learners' awareness of their learning progress through self-assessment. The findings indicated that learners could reflect and self-assess if the questions are not too difficult. Besides, Pinter stated that self-assessment works best when it is confined to what they are provided in class.

3.4.3 Semi-structured interview

The interview form was adapted from the interview questions in research of a Content-Based and a Method-Based Approach conducted by Weiland and Morrison, Thai primary English teachers' attitudes toward content-based Instruction, conducted by Disayapong, and Content-Based Instruction in the Foreign Language Classroom: A Discourse Perspective, which was conducted by Pessoa, Hendry, Donato, and Lee. There were 3 questions given which were used to explore students' thought and opinion toward the integration of CBI in their lessons. The interviews were conducted in April 2017 after the course was done; 6 students who were the representatives of three groups of students; high level, fair level, and low level, were interviewed.

CBI Lesson Development

In the CBI lesson preparation, the researcher as a teacher adapted the steps from the six-T's model of Stoller and Grabes as follows.

1) The researcher tried to find a suitable model which could be adapted for the CBI lessons. After studying many studies and documents which were related to CBI, the researcher found that the six T's approach which includes themes, texts, topics, threads, tasks, and transitions, was appropriate and parallel with the CBI especially in terms of the theme-based model.

2) The researcher designed lessons based on the 8 steps of Six-T's Approach of CBI.

Step 1: Since students were young, the teacher tried to provide themes that related to their lessons and their interests. The teacher provided students 20 themes on the screen and asked students which theme they liked or were interested in. The teacher and students together selected 10 themes based on the majority of students' interests.

Step 2: The teacher presented the topics which were related to themes and students helped each other chose 10 topics according to 10 themes which were Solar System, Living Things, Force, Food and Nutrients, States of Matters, Human Body, Light Energy, Types of Materials, Stimulus and Response and Scientific Process. The teacher selected the contents and exercises from the student book.

Step 3: The teacher organized the topics and contents by ordering the easiest lesson to more difficult lessons.

Step 4: The teacher prepared the knowledge contents in all related field of the topics and prepared the materials used in order to create the learning atmosphere and cooperative language learning.

Step 5: The teacher reviewed the lessons and chose the learning objective of each lesson. Then, the teacher planned to apply learning strategies and specified the tasks for each lesson that students needed to complete, for instance working in pairs or groups, finding the main ideas, brainstorming, filling in the answers in the blanks etc. and the texts which were related and appropriate were selected.

Step 6: The teacher selected the activities that enhanced students' participation and communicative learning. For example, word building, 20 questions, betting game etc.

Step 7: The teacher prepared some the extra tasks for selection in case some of them were not appropriate and effective.

Step 8: The teacher as a monitor used the activities related to students' interest and observed the class in order to help and support students' learning.

3.5 Research procedures

Firstly, the researcher studied the documents, the previous studies and relevant research articles to obtain all the information and perspectives needed. Then, the researcher prepared the process of the study by setting times and criteria to see the progress of this research study step by step. Next, the researcher constructed all the data collection instruments which were inspected and approved by the language experts. After the preparing process, the researcher needed to ask a permission from the president of Make a Wit Co.,LTD. to use the relevant documents related to the IEP program, and the school director in order to use the students in the school, and to investigate and collect the data in the classroom. After asking for the permissions from the company and the school, the researcher prepared the lessons, contents and activities by using the Six-T's approach which can be applied to a wide range of CBI contexts. (Stoller and Grabe, 1997). In data collecting, 30 participants who had studied in the IEP program were randomly selected to participate in the research study. The participants completed the pre-test to see the individual results of reading skills on the first day of their course which took 60 minutes to complete.

The objective of this course was to develop students' English skills. The teacher taught the students the contents by integrating CBI in 10 lessons for 3 hours a day for 4 weeks. During the 4-week period, the participants were observed in their behavior and their participation in class by the researcher as the teacher. Before the last day of their lessons, they were required to do the self-assessment questionnaire and on the last day of their lesson they were asked to complete the post-test, 6 participants who represented three groups of student ; high level, fair level, and low

level will be interviewed with 3 questions. They were asked to describe their thought and opinions toward the integration of CBI in their classroom.

3.6 Data analysis

There were two types of data that were acquired in this research study.

3.6.1 Quantitative analysis: Pre- and Post-test

The participants' pre-test and post-test scores were analyzed by Microsoft Excel to see Mean and Standard Deviation. Besides, a dependent sample T-test was used to analyze the quantitative data in order to see the differences between the pre-test and post-test score.

3.6.2 Quantitative analysis: A self-assessment questionnaire

The data that were obtained through the questionnaire were calculated by using frequency and percentage to see students' assessment of their learning.

3.6.3 Qualitative analysis: Semi-structured interview

6 participants who represented three groups of student ; high level, fair level, and low level were selected to answer the interview questions by using a semi-structured interview in Thai language. The questions focused on students' learning through the integration of CBI in their Intensive English Program. Content analysis and descriptive analysis techniques are used to analyze and present students' thoughts and opinions. Next, the participants' answers in the interview form were coded and categorized by the key main points, and counted from the frequency of their answers according to their similar and/or different features.

CHAPTER 4

RESULTS AND DISCUSSION

The previous chapter presented the methodology for this research study. This chapter reports the results of investigating the effects of the integration of CBI on Thai EFL students' reading skills and their opinions. The results were divided into 2 parts. The first part reveals effects of the integration of CBI on Thai EFL primary 6 students in reading comprehension. The second part reveals Thai EFL primary 6 students' opinions toward CBI. The results were separated into two themes which were elicited from the quantitative and qualitative data analysis; (1) students' pre and post-test results in reading comprehension and , the self-assessment questionnaire; (2) Thai EFL primary 6 students' opinions toward CBI.

4.1 Results

Table 1: pre-test score of Thai EFL primary 6 students' reading comprehension

Test	Number of Sample	Total Score	\bar{x}	S.D
Pre-test	30	30	16.16	6.83

Table 1 presents the scores of the pre-test in terms of students' reading comprehension. The number of the sample, total score, mean scores and standard divisions were provided to aid interpretation of the scores of pre-test. There were 30 participants who attended this test. The total score was 30. The scores were divided into three ranks as follows; 1-10 was low level, 11-23 was fair level and 24-30 was high level. According to the results presented, there was a student who got 26 out of 30 which was the highest score. In addition, there were 6 students who were categorized in the high level as their scores were in the range of 24 to 27. There were 16 students who were the largest number of the participants categorized in the fair level because their scores were in the range of 11 to 23, while the last group of students , which included 8 students, was categorized in the low level due to their

scores being in the range of 5-10. The mean of the pre-test was 16.16 and the standard division was 6.83.

Table 2: post-test score of Thai EFL primary 6 students' reading comprehension

Test	Number of Sample	Total Score	\bar{x}	S.D
Post-test	30	30	20.03	7.01

Table 2 indicates the scores of the post-test on students' reading comprehension. There is a the presentation of numbers of sample, total score, mean scores and standard divisions. The post-test scores were divided into three ranks as follows; 1-10 is low level, 11-23 is fair level and 24-30 is high level. There were 30 participants who took the post-test. According to the results presented, there was a student who got 30 out of 30, which is the highest score of the test. In addition, there were 11 students who were categorized in the high level as their scores were in the range of 24 to 30. There were 15 students who were the biggest number categorized in the fair level because their scores were in the range of 11 to 23. The last group of students included 4 students who were categorized in the low level since their scores were in the range of 6 to 10. The mean of the post-test were 20.03 while the standard division was 7.01.

Table 3: Comparison of test score of Thai EFL primary 6 students' reading comprehension

Test	Pre-test		Post-Test		<i>t</i>	p
	\bar{x}	SD	\bar{x}	SD		
	16.16	6.83	20.03	7.01	- 8.66	0.00**

** $p < 0.05$

Table 3 shows that, after 30 hours of the integration of CBI lessons, the average score of the post-test was 20.03 points, and higher than the pre-test score which was 16.16.

However, the standard deviation of the pretest is 6.83 which is slightly different from post-test. A dependent samples *t*-test was - 8.66. The difference was statistically significant ($p < 0.05$).

Table 4: Self- Assessment Questionnaire of Using the CBI to Learning Reading in English.

No.	Self-assessment Items	Agree	Disagree
1.	I could answer the questions related to the contents.	93.3%	6.7%
2.	The contents are very interesting and attract my attention.	90.0%	10.0%
3.	I had more chances to practice my reading skill in class.	90.0%	10.0%
4.	In-class activities improved my reading comprehension.	86.7%	13.3%
5.	I could understand the vocabulary taught in class.	83.3%	16.7%
6.	In-class activities improved my reading skills.	80.0%	20.0%
7.	I could remember the vocabulary in reading exercise.	76.7%	23.3%
8.	I could understand the concept taught in class.	76.7%	23.3%
9.	I could understand the lesson contents.	73.3%	26.7%
10.	The teaching instruction involved me in the contexts.	73.3%	26.7%
11.	I understood the vocabulary taught and its connection in the contexts.	70.0%	30.0%
12.	The teaching procedure helped me understand the topics.	66.7%	33.3%

13.	The lesson contents helped me understand the contexts.	63.3%	36.7%
14.	I could understand the main ideas.	60.0%	40.0%
15.	I enjoyed intensive and extensive reading.	56.7%	43.3%

According to Table 4, over 93 % of students agreed that they could answer the questions related to the contents in CBI lessons. The next ranked self-assessment items that were secondly selected are shown in the table at No. 2 and No. 3. Both of them gained 90% equally. The majority of students agreed that the contents which were presented in the classrooms were interesting and were attract their attention. Besides, the CBI lessons gave them the opportunities to practice their English language in class. On the other hand, the lowest number of students agreed that they enjoyed intensive and extensive reading (56.7%).

Table 4.1: Result of Using CBI to teach Thai EFL primary 6 students
(Vocabulary)

<i>Could Understand Vocabulary (Q1)(%)</i>		<i>Could remember Vocabulary in reading (Q2) (%)</i>		<i>Understood the Vocabulary & The Contexts (Q3) (%)</i>	
<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
83.3	16.7	76.7	23.3	70.0	30.0

The majority of the students showed their opinions toward their learning of English and reading comprehension in vocabulary, lesson contents, concepts and reading, teaching and in-class activities. 83.3% of the students agreed that they could

understand the vocabulary in the classroom and reading exercises; more than 76% of the students agreed that they could remember vocabulary (Q2). Regarding the contents in the lessons, 70% of the students agreed that they could understand the vocabulary and the contexts (Q3)

Table 4.2: Result of Using CBI to teach Thai EFL primary 6 students
(Lesson Content)

<i>Could Understand the Lesson Content (Q4)(%)</i>		<i>Contents Helped me Understand the contexts (Q5) (%)</i>		<i>Contents are interesting and attract attention (Q6) (%)</i>		<i>Could answer the questions related to the contents (Q7) (%)</i>	
<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
73.3	26.7	63.3	36.7	90.0	10.0	93.3	6.7

Interestingly, 73.3 % of the students agreed that they could understand the contents better (Q4; table 2). There were (63.3%) agreed that the lesson contents helped them understand the contexts (Q5). Similarly, more than 90 students agreed that the contents were interesting and attracted their attention and increased their ability answer the questions related to the contents (Q6 & Q7).

Table 4.3: Result of Using CBI to teach Thai EFL primary 6 students
(Concept and Reading)

<i>Could Understand the Concept (Q8)(%)</i>		<i>Could get the main ideas (Q9) (%)</i>		<i>Enjoy Intensive and Extensive Reading (Q10) (%)</i>		<i>Have more chances to practice reading (Q11) (%)</i>	
<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
76.7	23.3	60.0	40.0	56.7	43.3	90.0	10.0

Twenty-three students agreed that they could understand the concepts (Q8). Fewer students agreed that they could get the main ideas and enjoy intensive and extensive reading (60%; Q9 & 56.7%; Q10). Nevertheless, the majority (90%) agreed that the CBI lessons allowed them to have more chances to practice reading (Q11).

Table 4.4: Result of Using CBI to teach Thai EFL primary 6 students
(Teaching and In-class Activities)

<i>Activities improved Reading comprehension (Q12)(%)</i>		<i>Activities improved Reading skills (Q13) (%)</i>		<i>Teaching Instruction Involved Me in the Contexts (Q14) (%)</i>		<i>Teaching Procedure Helped me Understand Topics (Q15) (%)</i>	
<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
86.7	13.3	80.0	20.0	73.3	26.7	66.7	33.3

In addition, twenty-six out of 30 students stated that the in-class activities improved their reading comprehension (Q12; Table 4) and twenty-four out of 30 agreed that in-class activities improved their reading skills (Q13; Table 4). In classroom learning, they needed to pay attention to what the teachers and others were saying, and this had involved the students in the language contexts and further motivated them to focus on their learning, especially when they were reading the passage in order to answer and participate in a game or reading activities. In the present study, the lessons involved students in the context (Q14), while slightly fewer students (66.7%) agreed that the teaching procedure helped them understand the topics. (Q15)

Semi-Structured Interview Results

In this part, there were 3 questions for the participants to answer as follows:

Question number 1: Could you please tell me about your class? What did you do in the class?

Question number 2: How does CBI affect your learning?

Question number 3: What challenges have you faced in the classroom?

Could you please tell me about your class? What did you do in the class?

6 of them said that in the classroom, they had many chances to get involved in many kinds of activities, for example, brainstorming, word guessing, asking and answering, word building, betting game, 20 questions game etc. They got opportunities to communicate and participate in the lessons in English. 3 of them said that they had many times to do the activities in front of the classroom that made them feel confident and active. Some activities allowed them to read and share their ideas with their friends, for example, with a strip story. Learning through the contents caused them to be enthusiastic to know more about those contexts. It was more interesting and quite easy because they normally learned English by receiving the explanation of sentence structure and grammars which are quite boring and difficult to remember.

How does CBI affect your learning?

4 out of 6 said that the classroom offered variety and was interesting because they had many chances to participate in many kinds of lessons. They learned a lot of interesting content through many themes that caused them to be eager to learn English. In the IEP class, they studied English language in a way which differed from normal class because the teacher always spoke in English and asked them to communicate in English. Students could understand and recognize English vocabulary naturally and automatically because they did not need to translate those words into Thai language but they perceived them through the learning. They could get better reading comprehension skill from reading the content and doing exercises.

What challenges have you faced in the classroom?

2 out of six said that sometimes they could not understand the contents because they did not have enough vocabulary in their mind. Some technical terms caused difficulty for them and therefore they needed to try hard to understand those words. When they had manage long passages or a lot of contents , as a result they could easily lose their attention from the lessons.

4.2 Discussion

This section concerns a discussion of the findings according to the following research questions.

How different are pre and post-test scores of Thai EFL Primary 6 students?

The participants were asked to take a pre-test and a post-test. The test included 6 unseen passages with 30 items to assess students' reading comprehension. Students needed to read the passages and fill the correct answer in the blanks. It was found from the results of the pre-test that most participants (50%) got scores in the range of 15 to 23 which were categorized in the fair level. The participants who were in this group were able to understand the easy sentences and basic vocabulary well but they still encountered problems on the inferences questions. On the other hand, (20%) of students achieved scores in the range of 24 to 26 since they had the abilities to read through the contents and understand the passages well. This group of students had large vocabulary repertoires that helped them on the questions requiring good word knowledge.

The rest (27 %) of the participants got the scores in the range of 5 to 10 which was categorized in the low level. The students in this group were able to answer the question no. 1, no. 8, and no. 16 etc. which shows the contents explicitly. For example, in question no.16, it asks "where does K-pop originate from?" The answer is obviously seen in the passage. However, they had problems on the inferences and vocabulary questions.

After 30 hours of the integration of CBI in 10 lessons for 4 weeks, the post-test scores revealed that most of the students still were in the fair level but they had improved their reading comprehension according to their higher score in the post-test. It is clearly seen that the mean score of the pre-test was 16.16 while the mean of the post-test score was 20.03. ($t = -8.66$) The results revealed that most of students were able to do the post-test better than the pre-test. Some students who were in the low level could improve themselves to fair level while some students in the fair level could achieve the high level. Therefore, it could be concluded that there was a difference between pre and post-test scores after learning through this approach

This finding is similar to the study of the impact of the CBI curriculum reform on the improvement in English language skills of English majors by Chang and Gao (2009, as cited in Junyue & Yang, 2011). The results there showed that the CBI gave positive effects on students' content-area knowledge and their English language skills which had been improved with more salient improvement of vocabulary and reading comprehension in particular. Moreover, the study of the impact of CBI on EFL students' reading performances by Tsai & Shang (2010) revealed the same findings that the application of CBI in the literature class could be able to enhance students' reading comprehension as well as their critical thinking ability. In addition, the results of the tests were supported by the self-assessment questionnaire which showed that the majority of students agreed that they had been enhanced their reading comprehension and their English learning.

What are Thai EFL primary 6 students' opinions toward CBI?

The data for this research question was elicited through the semi-structured interview. Therefore, the data was qualitative data categorized by using key words. All of the 6 students who attended the interview process said that learning through CBI is different from learning English in normal class. 4 out of 6 students said that they got involved in many stories and contents that were very interesting and varied. Learning through stories and contents gave them content knowledge and allowed them to learn the vocabulary in the context which made them have better understanding in order to use and remember those words. 3 out of 6 students loved learning English through the contents because they felt that they could absorb the basic sentence structures and grammars automatically while they were learning. Remembering the structures or grammar rules was boring and sometimes they do not know how to adapt them. All students mentioned that they had more participation and more chances to do the activities in the classroom. They played games and showed their opinions with their friends. Hence, their communicative skills and interactive skills were activated and increased.

The results of the interviews completely supported the idea that CBI lessons were less teacher-centered; students gave more interaction and more opportunities to

participate in second language learning. (Yuen Yi Lo, 2014; Irfan, Alct, Karatas and Ejder ,2015). 2 out of 6 students said that they had low proficiency in the language so it was hard for them to understand all the content in the classroom. Sometimes, they asked their friends to translate for them into Thai language. Overall, they agreed that they felt that they got better improvement in their English learning and their listening and their reading comprehension skill was activated and enhanced while they were learning and doing exercises in the classroom.

These results corresponded to the self-assessment questionnaire findings which showed that more than over 70% agreed that the CBI could enhance their vocabulary and content knowledge. In addition, the results were consistent with the findings of the study done by Valeo (2013) where students gained in most of the language measures through the CBI. Besides, there were 80% agreed that in-class activities improved their reading comprehension and their reading skills which was corresponding to the study by Junyue & Yang indicating that in a CBI context, students would develop language knowledge and language skills. Moreover, 60% agreed that they could get the main ideas and 90% of the students stated that they had more chances to practice their English.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter includes 1) a summary of the study, (2) a summary of the findings, (3) conclusions, and (4) recommendations for further research.

5.1 Summary of the Study

5.1.1 Objectives of the study

This study aimed to investigate the effects of CBI on Thai EFL Primary 6 students' reading comprehension in an IEP program, and to examine students' opinions on their CBI lesson learning. As many researchers have revealed in findings related to Thai students, they have problems in their reading skills, especially in reading comprehension. The main focus for this study was on primary 6 students, who need to use this skill in learning and many examinations. Also, students' opinions are very important and have an effect directly on students' learning. Since many researchers have shown that CBI is an approach that could be able to enhance students' language and academic knowledge, therefore this research study was conducted to see whether CBI could be able to improve Thai EFL Primary 6 students' reading comprehension in an IEP program or not. Also, investigated was, how the CBI lessons affect this group of students' opinions of their language learning.

5.1.2 Participants, Research Instruments, Procedures, and Data Analysis

5.1.2.1 Participants

The participants in this research study were 30 students who were selected through the convenient sampling method. The majority of students shared a similar background. All of them were Thai students who had studied in primary 6 in an IEP Program at a private catholic school located in Sriracha, Chonburi, Thailand. They studied in the same class and had at least one year of experience in the IEP program. However, they had different language proficiency levels.

5.1.2.2 Research Instruments

There were three research instruments used in the research study: (a) pre-test and post-test (b) a self-assessment questionnaire and (c) semi-structured interview. First, for the pre-test and post-test, the researcher selected and adapted the tests from the supporting company's exam resources and then experts in the English language checked the validity and reliability by using an IOC questionnaire adapted from Limchaicharoen (2015). There were 6 unseen passages with 30 items to assess students' reading comprehension before and after the integration of CBI into their lessons. Second, a self-assessment questionnaire was created and adapted from Chou (2013). There were 15 self-assessment items. Students needed to answer whether they agreed or disagreed with the self-assessment items in order to evaluate their own learning. Third, a semi-structured interview was adapted from Disayapong, Pessoa, Hendry, Donato, and Lee. There were 3 questions given which were used to collect students' thoughts and opinions toward the integration of CBI into their lessons.

5.1.2.3 Procedures

After the preparation process of the study, the researcher got the necessary permission from Make a Wit Co.,LTD president and the school director. The researcher selected 30 participants by using convenience sampling. Then, the participants finished the pre-test to see their individual result. Next, the researcher as a teacher taught the CBI lessons which took 30 hours to complete all content. The self-assessment questionnaire was done before the last day of the lessons to see their opinions toward the CBI learning. After that, all students were required to complete the post-test to see any differences after the utilization of CBI. Lastly, 6 participants who were the representatives of their level group were interviewed intensively to gather qualitative data.

5.1.2.4 Data Analysis

There were two types of data that were acquired in this research study. The first type of data was the quantitative data: 1) pre-test and post-test , dependent sample *t*-test was used to analyze the pre-test and post-test score for describing this

data from the participants' reading comprehension results to see mean and standard deviation. 2) A self-assessment questionnaire, the obtained data were calculated by using frequency and percentage to see students' assessment of their learning. The second group of data was qualitative data from a semi-structured interview, with 6 participants who represented the three rankings of the score. 6 students of high level, fair level and low level were selected to answer the interview questions by using a semi-structured interview in Thai language. The questions focused on the students' learning through the integration of CBI into their Intensive English Program. Content analysis was used to analyze and present students' thoughts and opinions. Next, the participants answers in the interview form were coded and categorized by the key main points, and counted from the frequency of their answers according to their similar and/or different features.

5.2 Summary of the findings

The results of the study can be summarized as follows:

5.2.1 Students' pre-test result

According to the results presented in chapter 4, participants could be divided students into three levels which were high level, fair level and low level. The first level of score was in the range of 11 to 23 points; there were 16 students who were in this fair level which took the largest number of the participants. For this group of students, they were able to understand the main idea of the passages, some basic vocabulary in the contents and could answer some questions which were not very difficult correctly. When the information was explicitly shown in the passage, they could get the information easily. The second level was students who got a score in the range of 5 to 10, which categorized them in the low level. Students in this level could not understand the passages well, especially the long passages that contained many difficult words. Moreover, they could not infer the meaning from the passage or basic sentences structures. Also, they could not guess the meaning of the vocabulary from the context when they read.

For the last group of students, who got 24 to 25, which separated them into the high level, the results showed that they had the ability to read through the contents and could understand the passages well. They had a large vocabulary repertoire in

their mind and had knowledge of sentence structure so it was quite easy for them to read and understand the passages they read.

For the 8 students in the low level, they must improve and practice their reading skills more in order to pass the test. The 6 students at the high level students were excellent and just need more advanced reading techniques and to complement their vocabulary.

The average of the overall mean score was 16.16 and the standard division was 6.83 which confirmed the result that most of the students participating were in the fair level. They could pass the test but still need to enhance their reading comprehension.

5.2.2 Students' post-test result

After the integration of CBI into the 10 lessons, students learned all the content through the English language. They got the opportunities to learn in Content-based Instruction which is one of the communicative approaches. They could be categorized into three levels, the same as for the pre-test. The scored was separated into the low level, 1-10 points, the fair level, 11-23, and the high level, 24-30. Students who were in the fair level were the biggest number represented in the post-test result. Most of their scores were in the range of 11 to 23, which showed that they had been able to improve their scores from the pre-test. They were able to read and catch the main idea more correctly. In addition, they could guess the vocabulary meaning from the context around and did better on the explicit questions. The second level showed the lowest score from 6 to 10. Some of students in this group still had the same problems with the unfamiliar vocabulary and inference questions. The last group, which was ranked in the high level, represented the range of the score from 24 to 29. Most of students in this group were the same people who were in the high level in the pre-test score. They normally have good vocabulary with numerous words and were able to read and understand the passages well. The average of the mean scores was 20.03 and the standard division was 7.01, which could be described as consuming that most of the students did better on the post-test. The students in the low rank decreased their number from 8 to 4, while the high level increased in numbers of students from 6 to 11. However, the numbers in the fair level was only a little bit changed, from 16 to 15.

5.2.3 Students' opinions toward CBI classroom learning

From the self-assessment questionnaire, over 75 % of students agreed that they could understand and recognize the vocabulary well from learning through the context and content. Besides, they had opportunities to use English in the class in order to communicate with the teacher. Most of them agreed that they enjoyed learning through the CBI because they would like to learn and know more about the content. Learning through content-based broadened their world and increased their motivation. According to the question items no. 6 & no. 7, more than 90% of students agreed that the contents were very interesting and caused them to participate more in class. From the interview, 6 of them said that they loved the games and activities provided in the classroom. They could learn by playing naturally. They did not need to remember the vocabulary word by word or the grammar structure. 2 of 6 said that sometimes, they did not get overall details of the passage but they could still get the main points.

5.3 Conclusions

The following conclusions can be drawn from the discussion above.

5.3.1 Participants had improved their reading comprehension skill after studying through the integration of CBI into their lessons.

5.3.2 Participants showed in their opinions of their learning through CBI that this approach helped them perceive the vocabulary better and they had more opportunities to practice their reading in the class. Also, learning English through the contents was very interesting for them and attracted more of their attention.

5.3.3 The main concept of CBI is to give students the language ability and knowledge content at the same time, to help students achieve the linguistic features of English language while they are acquiring the subject content. Hence, the utilization of CBI can be applicable and useful for classroom learning in Thailand.

5.4 Recommendations for further research

Based on the findings and conclusions of this study, the following recommendations are made for future research.

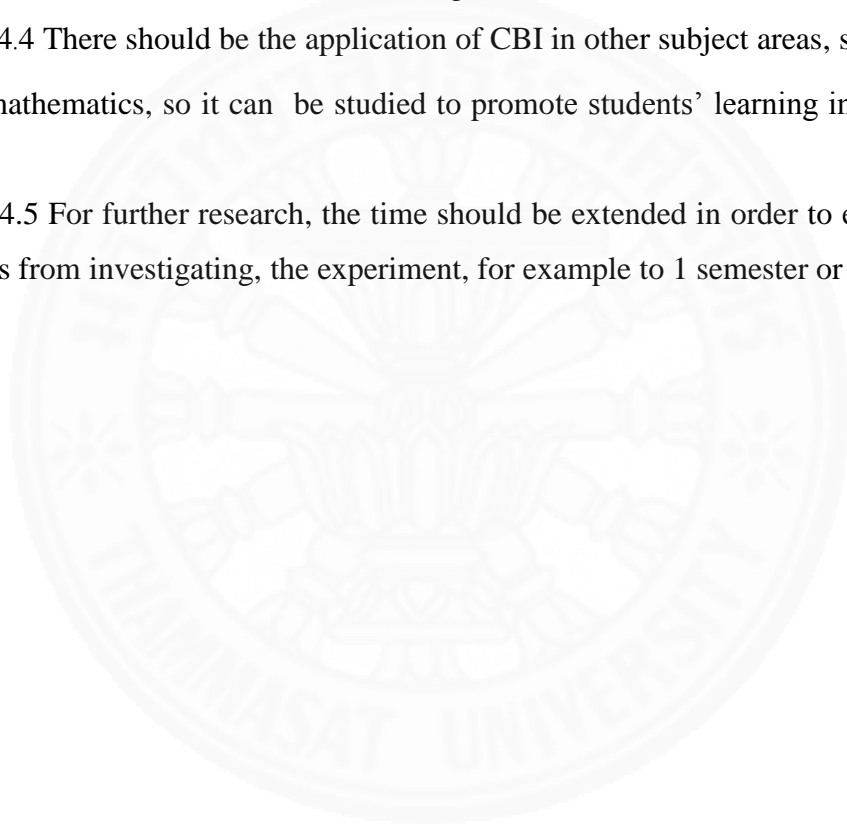
5.4.1 As the subjects of this study were limited in number and level, further study can be conducted in a larger sample size and in other levels of students, for example, all secondary students or high school students in the school.

5.4.2 This study examined only students' reading comprehension skill in terms of the integration of CBI. Further study research might investigate other English skills, for instance, listening, speaking or writing skill, with CBI learning.

5.4.3 Other EFL classroom contexts such as Thai EFL classrooms taught by native speakers, or Thai EFL classrooms in the government schools, should be explored.

5.4.4 There should be the application of CBI in other subject areas, such as science and mathematics, so it can be studied to promote students' learning in those content areas.

5.4.5 For further research, the time should be extended in order to ensure best the results from investigating, the experiment, for example to 1 semester or 1 year.



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APPENDICES

APPENDIX A**Pre- & Post-test (Primary 6)****PART 1: Read the following passages and answer the question 1-30. (30 points)****Wonderful day**

Robert and his friend, Mike, were headed to the amusement park for the day. It had been Mike's birthday, and his mom promised him a day at the amusement park with a friend. Firstly, the boys were so excited to try the whirl around ride. Then, it would be the rollercoaster. Mike talked his mom into going on the rollercoaster too, but she was so scared all she did was screaming! The Ferris wheel had always been Robert's favorite. He liked to be high up. He especially liked it when the seat came to a stop at the top and rocked back and forth. It's a good birthday for Mike!

Source: www.havefunteaching.com

1. Why did Mike's mother take the boys to the amusement park?

2. What was the first ride that the boys went on?

3. From the passage, how many people went to the amusement park with Mike?

4. How was Mike's mom feeling on the rollercoaster?

5. What does the pronoun 'He' in line 6 refers to?

Samphran Elephant Ground & Zoo

Samphran Elephant Ground & Zoo is a popular sightseeing destination for both adults and children. It highlights exciting events such as The Elephant Theme Show and The Crocodile Wrestling Show. In the Elephant show is completed with surround sound system. The elephants are the stars of the show where they dance, race, play football and games, “Yutha Hathi”, a great royal battle scene, is even performed with the actors riding on the elephants. As for the wrestling show, the crocodile and the master crocodile catcher perform breathtaking stunts to their audience’s delight. Surely, the visitors will enjoy exploring the zoo ground.

Source: www.elephantshow.com

6. What does the writer want to tell in the passage?

7. What does the word ‘destination’ in the 1st line mean?

8. What are the main shows in the passage?

9. What is the Yutha Hathi?

10. Who is this passage written for?

Round and Round

The wheel is one of the most important inventions in history. About 5,500 years ago potter used the first wheels to make clay pots. They put wet clays on a wooden wheel. Then they turned the wheel to make a nice rounded pot. Before people had wheels to move heavy objects, they used rollers. The rollers were made from tree trunks. Then people made cars and chariots with wooden wheels. They connected the wheels with a long bar called an axle. Today there are lots of machines with wheels. We can see wheels on cars, bicycles, and skateboards. There are also wheelchairs for people who can't walk easily. Can you think of more machines that have wheels?

Source: Machines Then and Now Book

11. What is the main idea of this passage?

12. What was the first kind of wheel in the world?

13. From the passage, what did people use before the wheels?

14. Name two machines that are discussed in the passage?

15. Who should use the wheelchairs?

K-POP

K-pop (an abbreviation of Korean pop or Korean popular music) is a musical genre consisting of electronic, hip hop, pop, rock, and R&B music originating from South Korea. In addition to music, K-pop has grown into a popular subculture among teenagers and young adults throughout Asia, resulting in widespread interest in the fashion and style of Korean idol groups and singers. K-pop has spread outside of Korea, thanks to the internet. People all over the world now enjoy K-pop, even though they don't necessarily understand the words. K-pop has formed many lifelong friendships, and I hope this will be the case for you too!

Source: <http://kpopforbeginners.weebly.com>

16. Where does K-pop originate from?

17. According to the passage, who are the main targets of K-pop?

18. In addition to music, what is K-pop subculture?

19. What is the benefit of the internet from the passage?

20. What does 'the words' in the 7th line refers to?

Clapton is God!

Eric Clapton was born on 30 March 1945 in his grandparents' home at Surrey, England. Eric was raised in a musical household. His grandmother played piano and his uncle and mother both enjoyed listening to the sounds of the big bands. His father was a gifted musician, playing piano in several dance bands in the Surrey area. By that time, 1958, Clapton asked for a guitar. Later in 1965, Clapton joined the blues band John Mayall & the Blues breakers. Throughout the 1970s and early 1980s, albums and tours would follow year in and year out. In October 2005, the men performed three further concerts at New York's Madison Square Garden. In his more than 40 year career, Eric Clapton has received many awards. Eric has also contributed to numerous artists' albums over the decades. Eric has always toured performing thousands of concerts around the globe. This musician is ranked among the greatest rock and roll guitarists of all time. His single "Tears in Heaven" became a top five hit. It was written about the death of his son. Clapton was named as the greatest British blues guitarist to ever walk this earth.

Source: www.ericclapton.com

21. What are the musical instruments mentioned in the passage?

22. According to the passage, what kind of family was Eric raised in?

23. When did Eric join the blues band John Mayall & the Blues breakers?

24. What is the song "tears in heaven" about?

25. What do we call the person who plays guitar?

Historic jumps made above Mt. Everest

Three skydivers made history over Mount Everest on October 5th by being the first people to parachute above the world's highest mountain. The parachutists, from New Zealand, Britain and Canada, trained for many years to make their jumps. Their plane flew about 150 meters above Everest's peak when they leapt out. They had to wear oxygen masks and parachutes that were larger than usual to help them in the thin air. The three were in freefall for 30 seconds before their chutes opened and they glided down to land. A member of the jumpers' support team, Krishna Aryal, explained to the Reuters news agency what the jumps looked like from the ground: "They looked like tiny birds flying in the blue sky as they jumped from the plane," he said.

The skydivers were over the moon with their jump over Everest. New Zealander Wendy Smith said: "It was stunning. I had never seen so many mountains before. To be on top of the world was simply stunning." Britain's Holly Budge agreed, saying her jump was "just spectacular". Their jumps broke several skydiving records. They entered the record books for making the highest skydiving freefall at nearly 8,900 meters. They also landed on the world's highest drop zone at 3,761 meters. Twenty-nine more daredevils are waiting for favorable weather conditions to make the same jump. The thrill seekers are part of the 'Everest Skydive 2008' event organized by the British extreme sports company High and Wild.

Source: <http://www.breakingnewsenglish.com>

26. Why did they have to wear oxygen masks?

27. What does the word "stunning" in paragraph 2 mean?

28. What record did they break?

29. Who is the host of 'Everest Skydive 2008' event?

30. How high is world's highest drop zone that they landed?

APPENDIX B

A self- assessment questionnaire of using the Content-Based Instruction to learning reading in English.

Self-assessment Items	Disagree	Agree
1. I could understand the vocabulary in the lessons.	<input type="checkbox"/>	<input type="checkbox"/>
2. I could recognize the vocabulary in exercises.	<input type="checkbox"/>	<input type="checkbox"/>
3. I understood the vocabulary taught and its connection in the contexts.	<input type="checkbox"/>	<input type="checkbox"/>
4. I could understand the lesson contents.	<input type="checkbox"/>	<input type="checkbox"/>
5. The lesson contents helped me understand the contexts.	<input type="checkbox"/>	<input type="checkbox"/>
6. The contents are very interesting and attract my attention.	<input type="checkbox"/>	<input type="checkbox"/>
7. I could answer the questions related to the contents.	<input type="checkbox"/>	<input type="checkbox"/>
8. I could understand the concept taught in class.	<input type="checkbox"/>	<input type="checkbox"/>
9. I could understand the main ideas.	<input type="checkbox"/>	<input type="checkbox"/>
10. I enjoyed intensive and extensive reading.	<input type="checkbox"/>	<input type="checkbox"/>
11. I had more chances to practice my reading skill in class.	<input type="checkbox"/>	<input type="checkbox"/>
12. In-class activities improved my reading comprehension.	<input type="checkbox"/>	<input type="checkbox"/>
13. In-class activities improved my reading skills.	<input type="checkbox"/>	<input type="checkbox"/>
14. The teaching instruction involved me in the contexts.	<input type="checkbox"/>	<input type="checkbox"/>
15. The teaching procedure helped me understand the topics.	<input type="checkbox"/>	<input type="checkbox"/>

The self- assessment questionnaire was adapted from the one created by Chou (2013).

APPENDIX C

แบบสอบถามการประเมินตนเอง

ต่อการเรียนการสอนในรูปแบบการเน้นเนื้อหาในการอ่าน

หัวข้อที่ประเมิน	ไม่เห็นด้วย	เห็นด้วย
1. ฉันเข้าใจคำศัพท์ในบทเรียน	<input type="checkbox"/>	<input type="checkbox"/>
2. ฉันจดจำคำศัพท์ในแบบฝึกหัดได้	<input type="checkbox"/>	<input type="checkbox"/>
3. ฉันเข้าใจความหมายและหน้าที่ของคำศัพท์ที่อยู่ในเนื้อหา	<input type="checkbox"/>	<input type="checkbox"/>
4. ฉันเข้าใจเนื้อหาในบทเรียน	<input type="checkbox"/>	<input type="checkbox"/>
5. เนื้อหาในบทเรียนช่วยให้ฉันเข้าใจเนื้อหาอื่นที่เกี่ยวข้องกัน	<input type="checkbox"/>	<input type="checkbox"/>
6. เนื้อหาที่เรียนน่าสนใจและดึงดูด	<input type="checkbox"/>	<input type="checkbox"/>
7. ฉันสามารถตอบคำถามจากเรื่องที่เรียนได้	<input type="checkbox"/>	<input type="checkbox"/>
8. ฉันเข้าใจความคิดรวบยอดของเรื่องที่เรียน	<input type="checkbox"/>	<input type="checkbox"/>
9. ฉันเข้าใจใจความสำคัญของเรื่อง	<input type="checkbox"/>	<input type="checkbox"/>
10. ฉันเพลิดเพลินกับการอ่านทั้งในห้องเรียนและนอกห้องเรียน	<input type="checkbox"/>	<input type="checkbox"/>
11. ฉันมีโอกาสได้ฝึกทักษะการอ่านในห้องเรียนเพิ่มเติม	<input type="checkbox"/>	<input type="checkbox"/>
12. กิจกรรมในห้องเรียนช่วยพัฒนาทักษะการอ่านจับใจความของฉัน	<input type="checkbox"/>	<input type="checkbox"/>
13. กิจกรรมในห้องเรียนช่วยพัฒนาทักษะการอ่านของฉัน	<input type="checkbox"/>	<input type="checkbox"/>
14. การสอนของคุณช่วยให้ฉันเข้าใจเนื้อหาที่เรียน	<input type="checkbox"/>	<input type="checkbox"/>
15. ขั้นตอนการสอนช่วยให้ฉันเข้าใจหัวเรื่องที่เรียน	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX D**Interview questions for semi-structured interview**

1. Could you please tell me about your class? What did you do in the class?

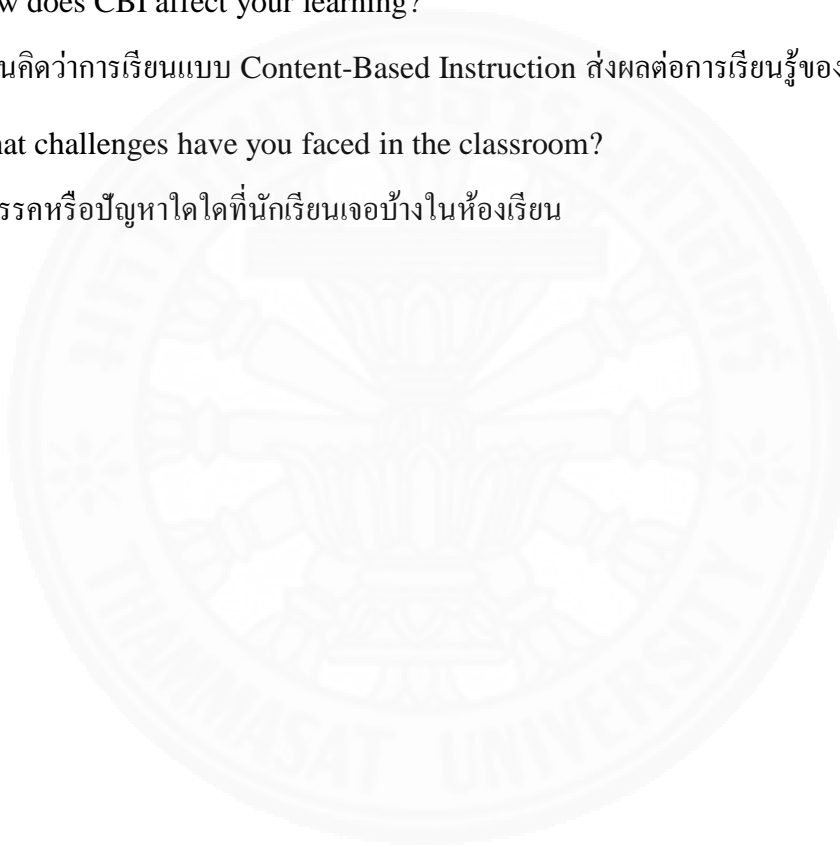
นักเรียนช่วยบอกหน่อยว่าเราคิดว่าห้องเรียนเป็นอย่างไร ได้ทำอะไรในชั้นเรียนบ้าง

3. How does CBI affect your learning?

นักเรียนคิดว่าการเรียนแบบ Content-Based Instruction ส่งผลต่อการเรียนรู้ของเราอย่างไรบ้าง

3. What challenges have you faced in the classroom?

มีอุปสรรคหรือปัญหาใดใดที่นักเรียนเจอบ้างในห้องเรียน



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