

**A SET OF SPEED READING PRACTICE FOR THAI
PRIMARY SCHOOL STUDENTS**

**BY
PENNAPA LAMSOMBUT**

**A thesis submitted in partial fulfillment of the requirements for the
Master of Education degree in English at
Mahasarakham University
May 2012**

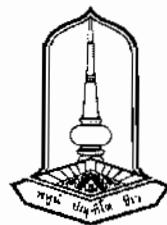
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The examining committee has unanimously approved this thesis, submitted by Miss Pennapa Lamsombut, as partial fulfillment of the requirements for the Master of Education degree in English at Mahasarakham University.

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ABSTRACT

There was still a lack of speed reading practice in Thai primary schools. To this aspect, the primary objective of this study was to investigate the overall effectiveness of the use of a set of speed reading practice in improving the reading ability of primary school students. The study also aimed to create a set of appropriate texts for reading to enhance students' reading as well as reading comprehension. It also aimed to investigate students' improvement in English reading comprehension a set of speed reading practice and self-pacing methods. In order to answer the research questions, 40 primary students were chosen by purposive samplings to participate in the study, and they were required to sit the vocabulary so as to see their levels of the English language proficiency. They also needed to obtain at least 80% of achievement in the test. Based on the first 1,000 high frequency words, a set of 13 simplified texts were written for reading texts. The pre and post tests were employed to assess the participants' comprehension after each reading text read. The findings revealed that in their actual performance, students' reading rate constantly improved as a whole. However, though a few students obtained the same scores in both pre-test and post test, they slightly gained a better reading comprehension. As a whole, a majority of students still gained a better comprehension when their reading speed increased. To this end, suggestions and discussions for further study were drawn in this study.

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CHAPTER I

INTRODUCTION

I. Background of the Study

Reading is one of the most important skills that a learner of English should learn in order to benefit from the information useful for their life. In school, teachers usually encounter problems in finding an effective way to teach reading to students and despite the teachers' efforts, the learning outcome is usually unsatisfactory. It is true that there are a number of factors that can interfere with learning to read. Students can obtain knowledge and exposure to language by using reading skill. Other language skills such as writing and speaking can be developed efficiently by using reading skill. It can be said that reading is the base skill for learners to study a language.

The problems are students do not pay attention in reading because they think it is boring. They do not want to seek what will happen in the story or what they will get after reading. The reason why they are bored is that they do not know the vocabulary. In other words, they have a small vocabulary size. It is difficult for them to understand the story. So, they do not appreciate reading and they do not want to learn. Subsequently, they have a bad attitude in learning English. The problems mentioned above have resulted from two factors, involving students themselves and teachers. Firstly, most students fail to clearly identify the purposes of their reading. While reading, they always read word by word and then stop to use a Thai-English dictionary if they cannot read and understand some difficult words. This make them waste more and more time without understanding what they read. Secondly, they often feel frustrated and sometimes give up reading. The cause may be from the texts that are not interesting and suitable to their schemas.

Speed reading is an essential skill when you need to read large information quickly. Speed of reading means how many words you read in a minute. Different people have different speed of reading which can be improved by using different techniques and methods, is a series of reading skills and reading techniques which enable one to read faster and improve reading comprehension. Speed reading is a

method of improving a reader's reading ability, improving both speed at which text can be assimilated, and the level of understanding of material. Speed reading needs practice and skills. Anyone can improve his or her reading abilities. It is actually easy. To do so simply takes motivation and some time and practice. The best way is knowing how and what to practice that responds to reading speed and comprehension. Reading engages the eyes, ears, mouth, and brain. Speed reading engages these senses even more than normal reading because you use your senses and brain power even more efficiently. The following sections involve what goes on in your eyes, ears, mouth, and brain when you read speed.

However, Chung and Nation (2006, p. 198), for example, recommended that “a speed reading practice should be included in every reading class. Nation and Macalister (2010, p. 93), suggested that “reading fluency activities should involve a speed reading course within a controlled vocabulary”. While the target reading speeds for different forms of reading vary, “a good careful silent reading speed is around 250 words per minute. Speed reading practices, their advocates claim, can assist learners achieve target reading speeds. It is important to note, however, that Nation's 250 wpm target is for materials where vocabulary and grammar are known, such as the texts in a speed reading practice. When there are unknown elements in the text, or the reading purpose is other than general comprehension, the reading speed will be considerably lower (Cobb, 2008; Fraser, 2007).

Speed reading is a big expensive mystery. Professional speed reading classes simply teach a handful of easy technique that help a person focus his or her attention better. The eye is drawn to motion. Speed reading techniques put that motion on the page. Self-Pacing methods in speed reading are students' starting important position. The students should sit up straight, hold the book down with your left hand, and use your right hand to do the pacing.

According to the stated reasons, the researcher has intended to conduct the research to come up with techniques to improve students in reading skill by using the set of speed reading practice through Self-Pacing methods.

II. Purposes of the Study

The purpose of this study is to investigate the overall effectiveness of the use of a set of speed reading practice in improving the reading ability of primary school students. The researcher, therefore, attempts to attend the following objectives:

1. To create a set of suitable speed reading to encourage students' speed reading skill for Thai Primary School Students.
2. To investigate students' improvement in English reading comprehension a set of speed reading practice and self-pacing methods.

III. Research Questions

Based on the purposes of this study, the research questions are as follows:

1. Does using a set of speed reading practice with Self-Pacing methods help to develop students' reading speed?
2. Can students still maintain their reading comprehension while their reading speed increase?

IV. Scope of the Study

This study is to investigate the effect of using a set of speed reading practice in teaching speed reading for Primary School Students. There are totally 40 students of a primary school, Mahasarakham University Demonstration School (Elementary) in Maha Sarakham Province participating in the experiment.

Prior to the experiment, all participants were required to sit the vocabulary test established by Nation, P. (1993); Laufer, B. and Nation, P. (1999), and the participants' scores gained from the test would meet the requirement of 80% of the test, which contained 40 items. Then, participants were trained a set of speed reading practice by employing self-pacing methods.

A set of speed reading practice consists of 13 different controlled texts of the first 1,000 words. Words per Minute (wpm) are used for measuring reading speed. The

research's achievement is Pre-Post test (10 multiple choice questions) to test the students' comprehension.

V. Significance of the Study

Besides other strategies, reading knowledge is more significant English language learning today. As a result, reading ability should be prepared in order to achieve language learning.

Applications of the findings mentioned above could be:

1. The findings of the study are expected to improving reading ability and comprehension for students in order to extend a set of speed reading practice.
2. The usage of a set of speed reading practice for Thai Primary students increasing speed reading ability to applicant for the National Test (NT) or their achievement in each level.

VI. Definitions of Terms

The terms which are used in this study to be considered are:

“a set of speed reading practice” is referred to a set of 20 texts setting with the first 1,000 words of English (GSL).

“speed reading” is referred to the speed to read during practicing.

“reading score” is referred to an efficient reader speeds up, calculated by WPM

“General Service List (GSL)” is a set of 2,000 headwords developed in the 1940s, considered to be of “general service list” to learners of English (West, 1953). They are not the most common 2,000 words. In this research uses only the first 1,000 words of English.

“WPM” is Words per Minute, calculated from Word count x 60 = Total words, then total words divided time used (in second) = WPM. It is used for measuring reading speed.

“reading comprehension rate” is referred to the scores of students' comprehension within question in each text, and it is also obtain 10 multiple choices.

“the first 1,000 words list” is a set of headwords, selected to be of general service list or GSL.

“The *RANGE* program” is a Windows based program developed by Paul Nation and Alex Heatley of Victoria University, Wellington and freely available from <http://www.vuw.ac.nz/lals/staff/paul-nation/nation.aspx>. It can apply three distinct word lists, called Baseword lists, to any text, and can sort the text vocabulary into three categories of headwords from each list, and a category of words outside all three lists, making four categories altogether. This program has been used with the text based studies of Hirsh and Nation (1992), Laufer and Nation (1995) and Coxhead (2000).

VII. Outline of the Study

This study is actually set up for the following chapters;

Chapter One: Introduction

This chapter emphasized the information about thesis statements of the study consisting of the information background, outlines of the study, purposes of the study, scope of the study, signification of the study and definitions of terms.

Chapter Two: Literature Review

This chapter presented reviews of literature on words and notions of words, the 1,000 vocabulary words level evaluation as well as why is necessary for L2 learners when encouraging in texts written in English for this study.

Chapter Three: Research Methodology

This chapter was about research methodology employed in the study. Research design is discussed and illustrated in order to help analysis of a set of speed reading practice.

Chapter Four: Findings of the study

This chapter described the results of the study and analyzes the effect of the use of a speed reading practice. The findings found in the first stage and analysis the data for discussion and analysis of studied works.

Chapter Five: Conclusions and Suggestions

This chapter gave a conclusion of the study, discussed the findings and problem of this study, and recommended the possible ways which were necessary for further study.

CHAPTER II

LITERATURE REVIEW

The main content of this chapter was to provide the background information on the designed model called Speech Reading Practice, which was aimed at improve the students' English speech reading skill. This chapter reviewed related literature, documents and research studies related to the present study as the following topics:

- (1) Reading
- (2) Fluent Reading Process – Theory
- (3) A Speed Reading Practice
- (4) Reading Rates
- (5) Timed Reading Activities
- (6) Self-Pacing methods
- (7) The Effects of Timed Reading in L1
- (8) The Effect of Timed Reading in L2
- (9) The Importance of the first 1,000 words of English (General Service List)
- (10) Related studies on speed reading practice

I. Reading

The definitions of reading have been given in various different views. Reading was one of the four language skills: reading, writing, listening, and speaking. Similar to listening, reading was a receptive skill. This means it involves responding to text and making sense to text. It was very important to understand the language of the text at word level, sentence level and whole-text level and the reader also needs to connect the message of the text to the knowledge of the world (Mary Spratt, Alan Pulverness and Melanie Williams, 2006). From a linguistic point of view, reading meant to grasp language patterns from their written representation (Robert Lado, 1964), which meant the reader comprehends not only literal meaning on each page but also deep meaning. Pratern Mahakhan (B.E. 2530) stated that reading meant the process of written symbols

or letters' definition and reading had also been defined as a complex process. Whenever readers pronounced letters or symbols as the speech, it could be concluded as incomplete reading which was only a part of reading. Nevertheless, authentic reading was not only to understand between the lines, but also to use readers' images or concepts to understand beyond the lines with their own experiences. In addition, reading was the process of a definable response, purposes build, and the arrangement of the image of the letters or symbols, which the readers' brain operation were stimulated depending on the amount of the readers' experiences.

Moreover, reading meant the communication between an author and a reader that author transferred his thought and knowledge to the reader. Put that in another way, the reader could comprehend the author's thought by analyzing his thinking process, linguistic knowledge, and prior knowledge to decipher the letters written in order to clearly comprehend the text (Banlue Prucksawon, 2532). Sa-ngiam Torat suggested that reading was a psycholinguistic guessing game because reading used language to express meaning as written presentation. Written letters on the paper were the writer's surface structure. When the reader read any writing, the surface structure was analyzed to be the reader's deep structure. Both the reader's deep structure and the writer's had to be the same on the purpose of communication. If the reader would like to read aloud, the reader's surface structure had to be used for reading aloud.

In conclusion, reading was a complex process of communication in the form of symbols, or letters of the author to the reader. The reader had to use his ability to understand the meanings on the lines, between the lines, and beyond the lines by using his surface and deep structure. Comprehension was based on written letters and many different strategies the reader employed to understand the real meaning and the author's purposes.

The purpose of reading was to comprehend what is being read. If the reader did not understand what he read, the reading process could not begin, that is, reading was without comprehension. According to some educators, comprehension was related to each reader's personal learning experiences. It was one of the most important factors of reading. If someone did not understand what he read, he would not be regarded as a reader. Not only did he waste his own time, but he may also get nothing from reading. Therefore, each reader had to learn how to read for meaning (Samut Senchaowanit,

1973). Justification or an emphasis on the development of the reading skill is not hard to find. The reading skill was the one which could be most easily maintained at a high level by the student himself without further help from his teacher. Through its exercise he could increase his knowledge and understanding of the culture of the speakers of the language, their ways of thinking, and their contributions to many fields of artistic and intellectual endeavor.

Reading in the real world was defined as reading outside the classroom, or nonacademic reading. Communicative reading was performed for any number of reasons, and the nature of reading varies according to the readers' purpose and situation. These factors inevitably determined the readers approach to the text, the amount of attention paid, the time spent, as well as what features or parts of the text were focused on. In real-world reading if we paid equal attention to everything in a text, and exercises that lead students to approach a text in this way may well remove the important element of interest from the reading process. In the classroom, students could be given reasons to read with regard to their purposes in a variety of real world situations. Beyond the comprehension exercise types, purposeful reading could also be part of whole communicative tasks in the foreign language classroom. The idea was to get something done through the language, to read a text and do something with the information. Whole tasks involved performance of reading in conjunction with other skills: listening, or writing. For example, students in a small group might read a number of texts, such as brochures, timetables or maps, and listen to the radio weather or traffic reports in order to carry out the larger task of deciding on the best method of transportation to use on a trip. In such an activity, each student deal with one category of information, and all students must communicate their information to one another to come up with the best plan for the trip. Still other kinds of communicative tasks may be activities that would not actually occur in real world situations. Students were required to do more than merely read passages and answer questions. In most of activities, the emphasis was on extending comprehension through conversation. The purpose was to create a classroom atmosphere that promoted risk taking in the use of language and in expressing one's own opinions as well as encouraged individual initiative and group interaction (Kanokwan Juturapho, 2001). According to the work and comments mentioned above, it could be concluded that an efficient reader should be qualified to

get a real insight, points of view, or culture from what he had read. The reader, who had got these qualifications, usually depended on his experience and reading skills. Each reader always had his own purposes to read different texts. Therefore, a good reader could realize his full potential to communicate with others after his reading had been done and it was very necessary for a reader to be very regular in practice of reading skills.

Reading was a general ability. West (1941) found that while training his pupils in West Bengal to increase their English reading speed, they also increased their Bengali reading speed, even with no special reading training in that language. He reasoned that “If practice in a foreign language improves the rate of reading in the mother tongue, it follows that practice in the mother tongue will probably improve reading in a foreign language” and suggests that the speed reading programme should preferably be given in the mother tongue. More recently, Bismoko and Nation (1974) tested this idea at Sanata Dharma Teacher Training College in Yogyakarta, Indonesia, with Indonesian college students from both English and Indonesian medium programmes. After ten weeks of work with prepared passages in Indonesian, both groups showed increases of 54 to 65 per cent in Indonesian reading speed and greater increases - 72 to 75 per cent in English reading speed by transfer. The remaining question would seem to be: Is it more efficient to give the practice in the second language or in the mother tongue, i.e., which gives the greater transfer, second language to mother tongue or mother tongue to second language?

Techniques of teaching reading vary depending on reading objectives. Many foreign language students think that reading means understanding and translating every word. Sometimes this was because they are trying to do two things at once-read and learn vocabulary. The problem with worrying about every word makes the reading too slow and it was more difficult to understand the meaning of the text. So students needed to have confidence that they would understand without always stopping to look in the dictionary. Teachers had their duties to help students read well based on the following aspects:

1. Motivation

Students were more motivated to read if they are interested in the topic. Teacher should choose texts they know will interest most of their students.

2. Background knowledge

It was easier to read a text if students know something about the topic. For example, in our own language, it was very difficult to read a science text book if we had never learnt any science. Consequently, students needed to do an activity or even a few activities before they start reading. The activities helped students remember what they knew about the topic and they activate students' background knowledge.

3. Dealing with vocabulary

It was very important that teachers carefully selected the reading test, not only for its interest but also depending on its vocabulary. Depending on what the words were, they could be dealt with before the students read, or during the reading, i.e. guessing from context (AMES, International. 2005: 55).

4. Reading activities

The learners might practice reading proficiently and it was the teachers' duties to teach reading strategies and reading activities. The reading strategies were as follows:

4.1 Skimming was reading for gist: reading quickly through the text to get a general idea of what it was about

4.2 Scanning was reading for specific information. We hurried over most of the text until we find the information we are interested in, e.g. when we looked for a number in a telephone directory.

4.3 Reading for detail was getting the meaning out of every word. In language classrooms, teachers used the text to measure students' background knowledge by asking learners to look for all the words in a text related to a particular topic or working out the grammar of a particular sentence. The aim of these activities was to make learners more aware of how language is used. These activities were language learning activities which were mostly used in a reading lesson in the patterns of introductory activities, main activities, and post-activities. Introductory activities could be defined in an introduction to the topic of the text. Main activities could be explained as the series of comprehension activities developing different reading

strategies or reading sub skill and post-activities could be also defined in activities that asked learners to talk about how a topic in the text relates to their own lives or gave their opinions on parts of the text. These activities also required learners to use some of the language they had seen in the text (Mary Spratt, 2006). The following were the introductory activities.

1. Brainstorm the topic

A group brainstorm was more interesting for students than working individually and at the same time the students jog each other's memories.

2. Study the layout of the text—preview the title, subtitles, charts and pictures. Students could be asked to predict what the text is about and think of questions that the text would give them explanation and answer.

3. Skim for the main idea/answer the questions

Students read the first and last paragraph and read the first sentence of each paragraph so student will get the gist of the text.

4. Scan for details

Often scanning is exploited during the reading activities. This activity encouraged students to read fast and gives them confidence that they would be able to find specific information. Setting a time limit was important to this activity.

5. Split sentences

This activity was used at the beginning of a lesson called a warmer because it got students moving and thinking. Discourse features such as conjunctions were very important for understanding the meaning in a text and they link two parts of the text together and signal the kind of statement that will come next. It was very important that our students understand what they signaled. This activity gave them practice in a communicative and fun way.

- 5.1 Teacher would give students either the beginning or the end of sentences.

- 5.2 Students' task was to find the person with the rest of their sentences.

- 5.3 As students walked around the room, read a part sentence to everyone they met and read or listened to their part sentence. Decide if the two parts make one sentence.

5.4 Stand together when they had found their partners so that the teacher could conduct feedback.

6. Sequencing a text

Sequencing activities could help students to develop their skills and confidence in using clues to help their reading. The teacher needed to use interesting texts and cut them into meaningful chunks for students to sequence into a meaningful whole. Main activities were always introduced to the students after they had done introductory activities. They were ready to read for detail. Most reading texts had questions for the students to find answers while they read. The teacher could set questions asking students to guess the meaning while they read. There were many activities of reading for detail as follows:

1. Comprehension questions
2. Guessing from context
3. Read and make notes of the main points
4. Read part of the text and predict what will happen
5. Read and complete a chart or diagram
6. Read in order to tell someone else

Follow-up activities or post-reading activities give students an opportunity to reflect on the reading and to think more about parts that interest them. The activities were discussing the text with classmates, summarizing the text either in writing or orally, and giving an opinion about the information in the text. A reading lesson was much more than students reading a text and answering a few questions. The teacher's role must facilitate all stages of a reading lesson which were introductory activities, main activities, and follow-up activities. Therefore, the teachers would break the students' dependence on the dictionaries and helped them develop the good reading strategies (AMES, International, 2005).

II. Fluent Reading Process – Theory

Fluency, regardless of whether in reading, speaking, listening, or a musical performance, often referred to three components: accuracy, speed, and fluidity (Segalowitz, 2000; Kuhn and Stahl, 2003). In the case of reading, fluency had been widely characterized as “the ability to read text rapidly, smoothly, effortlessly, and automatically with little attention to the mechanics of reading such as decoding” (Meyer, 1999, p. 284). Well-established previous research on reading (e.g., Grabe, 2004, 2009; Koda, 2005; Perfetti, 1999; Pressley, 2006) showed that fluent reading generally involves lower-level and higher-level processes (Laufer and Hulstijn, 1994; Stanovich, 2000). The former represented the more automatic linguistic processes and were typically viewed as more skills-oriented, including word recognition, syntactic parsing, meaning proposition encoding, and working memory activation. This meant a fluent reader must have the ability to “recognize the word forms, the graphic form and phonological information, activate appropriate semantic and syntactic resources, recognize morphological affixation in more complex word forms, and access her or his mental lexicon” (Grabe, 2009, p. 27). Lower-level skills must be processed rapidly and automatically and the automation of these lower-level skills is a requirement for fluent reading. Added to these lower-level processes are the higher-level processes, so-called comprehension processes, which involved understanding text meaning, interpreting the ideas represented by the text, using reading strategies if necessary, making inferences, drawing on background knowledge, and evaluating the information being read. For fluent readers, all of these processes needed to work in parallel, quickly and efficiently, in other words, automatically. “Automaticity” was then at the heart of fluent reading ability, referring to “the absence of intentional control in the execution of a cognitive activity” (Segalowitz & Hulstijn, 2005, p. 371), and arises through constant practice of a routine procedure, like playing a piano or driving a car. While automaticity of lower-level processing was considered essential to fluent reading abilities, working memory in fact was the locus of this processing activity (Grabe, 2004). Working memory was composed of a limited-capacity attentional control system-limited storage, limited abilities to carry out multiple processes simultaneously, and holding information for just very brief periods. Due to the constraints of working memory, in reading processes if

one expended too much attention on lower-level processing (e.g., word decoding), then less attention would be available for comprehending content (Laberge and Samuels, 1974; Samuels, 1994).

Reading fluency was seen as primarily achieved through automatization of word recognition, which allowed one to have more intentional resources to focus on the meaning of the text rather than on decoding words. Reading fluency was usually measured by reading rate, calculated by words per minute (wpm). Research in L1 reading showed that in silent reading a normal reader read at approximately 250 to 300 wpm (Carver, 1990; Rayner, 1998). However, many second language college students performed well below these figures (Cushing-Weigle and Jensen, 1996; Taguchi, Takayasu-Maass, and Gorsuch, 2004; Nation, 2005). Although automaticity in word processing alone was not sufficient to determine reading comprehension, which could be profoundly affected by many other factors (Fraser, 2007), such as reading purposes, tasks, text difficulty (involving grammatical structure and vocabulary), as well as topic familiarity, or even readers' physical condition (e.g., being tired or unable to concentrate), it was a good indicator of reading fluency because fluent readers usually had fast word recognition abilities.

III. A Speed reading Practice

Speed reading could be considered one of the best ways to improve vocabulary and cognitive function when it came to the written word. For many people, there was a stain surrounding speed reading. It seemed from a collection of myths. However, the mythology surrounding speed reading could be easily overturned. Speed reading was actually a series of learned skills that could be useful to anyone willing to put in time and effort to educate themselves. The best way to learn proper speed reading skills was to use the services of legitimate and established speed reading practice.

Speed reading could be introduced to children as young as seven or eight years old. Typically, students of this age group, and in the third or fourth grade, had developed their reading skills enough to decode and break down the structure of the written word. Experts often considered it to be easier to train a child to read speed, because adults occasionally had to unlearn a lifetime of bad reading habits. The good news was that

both children and adults alike simply needed to learn some useful new reading techniques to improve their reading speed and their cognitive understanding skills.

Speed reading techniques also taught individuals how to better process visual stimuli. Simply moving the eyes rapidly over a page did not make someone a speed reader. Once that speed was combined with comprehension of the written word on the page, reading speed would increase dramatically. Many people found that using these learned reading and comprehension technique improved eye span and could expedite the speed reader learning process.

One of the most common myths surrounding speed reading was that people who use speed reading techniques skip content and end up missing out on some of the comprehension of the materials. The truth of the matter was that techniques speed readers use are designed to increase comprehension. No word was taken for granted.

Speed reading could be use on any type of material and any subject matter. If something could be written down, speed reading techniques could be used to read it. Speed reading courses were available in a variety of locations, including online. Speed reading could prove beneficial in a number of different circumstances. Students often found it beneficial in their studies. Speed reading could be an excellent tool for improving comprehension and reasoning skills in people of all ages.

A Speed reading practice was a series of reading skills and reading techniques which enable one to read faster and improve reading comprehension. In the classroom, the three principal approaches to increase reading speed—easy extensive reading, repeated reading, and speed reading—all meet these conditions for fluency development to a considerable extent.

1. Extensive reading could be undertaken for either language development or fluency development goals (Hu & Nation, 2000, p. 423; Nation & Wang, 1999, p. 375). In easy extensive reading (Nation, 2009, p. 69) learners read materials that contain only known vocabulary; they are reading for pleasure, so receiving meaning is the focus; and they are reading a lot.

2. Repeated reading requires the learners to read the same text repeatedly, either silently or aloud. Nation (2009, p. 66) explained how this activity meets all his conditions for fluency development. There are several possible ways in which repeated

reading can be implemented, with one variation being the amount of support provided to the learners.

3. Speed reading practices usually consisted of a set number of texts of a fixed length, written within a restricted lexicon, followed by several multi-choice questions. The presence of the questions encouraged learners to read the texts for understanding, rather than focus on skimming the text as quickly as possible. Such courses met all Nation's conditions for fluency development. Because the texts were written with a restricted, known vocabulary all that the learners are reading was expected to be familiar to them, and as comprehension questions followed each text the learners' focus was on receiving meaning. At the same time, as learners were recording both their speed and their comprehension scores for each text there was some encouragement to perform at a faster than usual speed. The condition requiring a large amount of input was met by the number of texts.

However, Chung and Nation (2006, p. 198), for example, recommended that "a speed reading practice should be included in every reading class," a view echoed by Nation and Macalister (2010, p. 93), who suggested that "reading fluency activities should involve a speed reading practice within a controlled vocabulary." While the target reading speeds for different forms of reading vary, "a good careful silent reading speed is around 250 words per minute," and this was a "reasonable [goal] for foreign and second language learners who are reading material *that contains no unknown vocabulary and grammar*" (Nation, 2009, p. 72). Speed reading practices, their advocates claim, can assist learners achieve target reading speeds. It was important to note, however, that Nation's 250 wpm target was for materials where vocabulary and grammar are known, such as the texts in a speed reading practice. When there were unknown elements in the text, or the reading purpose was other than general comprehension, the reading speed would be considerably lower (Cobb, 2008; Fraser, 2007).

Professional speed reading classes simply taught a handful of easy technique that helped a person focus his or her attention better. The eye was drawn to motion. Speed reading techniques put that motion on the page. Self-Pacing methods in speed reading were students' starting important position. The students should sit up straight, hold the book down with your left hand, and use your right hand to do the pacing.

According to the stated reasons, the researcher has intended to conduct the research to come up with techniques to improve students in reading skill by using the speed reading course with Self-Pacing methods. The purpose was to investigate the effectiveness of a teaching model designed to improve reading abilities of students with low proficiency in reading. Moreover, the researcher also expected to find out whether the model under investigation promotes students' favorable attitudes towards learning in reading classes.

IV. Reading Rates

As mentioned earlier, reading was an important skill for L2 learners to develop, but mastering the skill to a degree of fluency is by no means easy; therefore, implementing some activities to develop learners' reading fluency was suggested as an essential component of L2 teaching. This study thus focused on improving reading rates through a timed reading activity integrated into a formal instructional curriculum. Reviewing the literature, several ways exist that can help learners overcome reading too slowly or improve reading rates (e.g., repeated reading, extensive reading, and timed reading activities).

Repeated reading referred to when learners read the same text many times until they become familiar with all the vocabulary and grammatical constructions. Repeated reading (or the rereading method) emerged mainly from the pedagogical implications of the theory of automatic information processing in reading (Laberge and Samuels, 1974). It was developed by Samuels (1979) as a pedagogical application to use with beginning L1 readers. This method provides beginning readers with an opportunity to practice a very basic skill (word recognition) and helps them move from the non-accurate stage to the accurate stage and eventually to the automatic level. Although this method has been widely used in L1 instruction with reading aloud (see Kuhn & Stahl, 2003 for a comprehensive review) and has been found to have the potential to develop fluency among beginning L1 readers, it was not so popular in the teaching of L2 (Taguchi, Gorsuch and Sasamoto, 2006). The reasons could be that "fluency" has just emerged in L2 as an instructional goal, and repeated reading, as pointed out by Samuels (1979), is not a method for teaching all beginning reading skills but is a supplement in a

developmental reading program. However, empirical research conducted in an L2 context by Taguchi and associates (Taguchi, 1997; Taguchi and Gorsuch, 2002; Taguchi, Takayasu-Maass and Gorsuch, 2004) have shown some positive effects on improving reading rates and comprehension.

Another way of enhancing reading speed was to extensively read a great number of graded readers, which has been found to have a positive role in learning to read fluently and leads to enhanced language acquisition. Reading a large quantity of easy texts allows learners to meet the same patterns of letters, words, and combinations of words again and again; learners then become quicker and more accurate in processing words, and develop a large sight vocabulary (Day and Bamford, 1998). Sight vocabulary refers to those words that readers were able to recognize automatically. However, as Stanovich (1992, p. 4) put it, “efficient word recognition seemed to be a necessary but not sufficient condition for good comprehension.” Another important component for developing reading fluency was background or topical knowledge (Grabe, 2004). As Samuels (1994, p. 831) stated, “Automatic word-decoding skills and prior knowledge of a text’s content would interact and strongly affect success in comprehension.” When learners were exposed to a large quantity of varying texts, their topical knowledge would be enhanced (Grabe, 2004). With much sight vocabulary and resourceful background knowledge, a learner’s reading rate should improve. This notion has been supported by several extensive reading studies exploring reading rates after reading abundantly in the L2 (Bell, 2001; Iwahori, 2008; Sheu 2003; Taguchi, Takayasu-Maass and Gorsuch, 2004), all showing a positive effect.

V. Timed Reading Activities

Look at the main focus of the current study implementing a timed reading activity. The theoretical framework of the idea that timed reading improves reading fluency was based on research on working memory referring to the information that is activated or given mental stimulation for immediate storage and processing, and was characterized by having limited capacity and the fact that its content fades very quickly. These characteristics posed serious limitations during the reading process, a complex cognitive activity, because meaning construction or comprehension is mediated via the

short-term working memory (Smith, 2004). If a reader read too slowly (below 200 wpm), they would be reading word by word and forget what was being read, and the result was poor comprehension. To minimize the functional limitations of short-term memory in the reading process, a variety of strategies have been suggested, one of them being timed reading. Timed reading involved having students read under time pressure, the purpose of which was to improve reading speed to an optimal rate that supports comprehension rather than developing speedy readers. In addition, “time limitations would enhance reading comprehension by promoting mindfulness in students, a construct which involved exertion of more effort and motivation” (Walczyk, Kelly, Meche and Braud, 1999, p. 156). Many studies have shown that increasing the reading rate would improve reading comprehension. What then was an optimal reading rate? Carver (1990) made a distinction between five types of reading: scanning, skimming, reading (just to understand the message), learning (to acquire the information), and memorizing (to be able to recall the facts) and stated that each type is associated with different reading rates. According to Carver, the average reading rate for a college student who was reading was 300 wpm, 200 wpm for learning, and 138 wpm for memorizing. However, reading at a rate between 250 wpm and 350 wpm allowed readers to comprehend a text most efficiently (Carver, 1982).

VI. Self-Pacing Methods

Doyle comments that there were many methods and theories about how to improve the reading rate and comprehension. The method that has proven the most successful for most people was to change the eye movements they made in reading, in other words, the simple improvement was to make the eye motions or patterns more efficient. Since reading was characterized by eye movements, good and bad eye movements were the result of our everyday reading habits. These movements were just assumed to evolve or happen naturally as a person learns to read. Thus, bad habits were easily developed, which if not corrected, made us read slowly and ineffectively. In cases, a good beginner, to be a skilled reader, must follow step-by step to familiarize himself with the technique and to gain a better speed reading rate in the long run. Thus, self-pacing method could be the most practical and cheapest way to develop rapid

reading skill. The following would be those counted as simple technique, but practical methods.

Speed reading was not magic or it is a big expensive mystery. Professional speed reading classes simple teaching a handful of easy technique that helped a person focus his or her attention better. The eye was drawn to motion. Speed reading technique put that motion on the page.

Your starting position was important. You should sit up straight, hold the book down with your left hand, and use your right hand to do the pacing. You should already be a good reader before you attempt to speed read. Speed reading would not help you if you have problems in comprehension and vocabulary. In fact, it would hurt you to try to rush through stuff that you could not comprehend. You should have the basics down already first.

Before you start speed reading, you should do a survey of the information first to get a general idea of what you will be covering and of the type of writing.

The Hand

This is a simply place your right hand on the page and slowly move it straight down the page, drawing your eyes down as you read. Keep an even, slow motion as if your right hand has its own mind. Your eyes may not be exactly where your hand is, but this simple motion will help you go faster. Don't start, read a little, stop, read a little, start, read a little. Keep the movement slow and easy. Only do it once per page. If you are "left-handed" use your left hand as the dominant pacing hand.

The Card

The next technique is using a card or a folded-up piece of paper above the line of print to block the words after you read them. Draw it down the page slowly and evenly and try to read the passage before you cover the words up. This helps break you of the habit of reading and reading a passage over and over again. It makes you pay more attention the first time. Be sure to push the card down faster than you think you can go. Slide the card down once per page.

The Sweep

Another method is using your hand to help draw your eyes across the page. Slightly cup your right hand. Keep your fingers together. With a very light and smooth motion, sweep your finger from left to right, underlining the line with the tip of

your tallest finger from about an inch in and an inch out on each line. Use your whole arm to move, balancing on your arm muscle. Imagine that you are dusting off salt from the page.

The Hop

Similar to the “sweep” method is the “hop”, but in the “hop” you actually lift your fingers and make two even bounces on each line. Each time you bounce, you are making a fixation which hopefully catches sets of three or four words. Moving to a “hop” method also makes it easier to keep a steady pace as it is a lot like tapping our fingers on a desk. Balance on your arm muscle, don’t just wiggle your wrist.

The Zig-Zag or Loop

The last method is a type of modified scanning technique. In this one you take your hand and cut across the text diagonally about three lines and then slide back to the next line. Now the idea here is not necessarily to see each word, but to scan the entire area, letting your mind pick out the main ideas. This material requires very careful reading, but it is a way to help you get the general ideas of easy material.

These methods seem simple and easy, but don’t let that fool you. These are very useful methods which can help a good reader read faster and better in very little time. But these techniques will not do you any good unless you practice them. It usually takes about three or four sessions before you get accustomed to a particular technique.

VII. The Effects of Timed Reading in L1

There were several terms used to refer to ways of helping learners to increase their reading speed. These included paced reading (Cushing-Weigle and Jensen, 1996), accelerated reading (Breznitz and Share, 1992), and class- and self-paced reading (Anderson, 1999). These all involved having students read under some degree of time pressure. In an L1 context, several empirical studies have shown that reading under a moderate amount of pressure resulted in significant gains in reading speed and comprehension. In a series of studies, Breznitz and Share (1992), hypothesizing that increasing the stimulus presentation rate could minimize the functional limitations of short-term memory, investigated the impact of self-paced compared to fast-paced reading on the reading accuracy and comprehension of Israeli pupils reading short

passages. In the self-paced reading condition, students were requested to read all texts at their own natural pace as presented on the computer screen, and each text was erased immediately after reading was completed. Times spent for each text were recorded by a computer. In the fast-paced reading condition, the whole text appeared on the screen, and as soon as the participants started to read, material was erased letter by letter at the maximum per-letter rate calculated by the highest per letter reading rate achieved on the six texts in the self-paced reading condition.

Another study by Walczyk et al. (1999) of university freshmen demonstrated comparable results, in which it was found that fluency improves comprehension scores and has a stronger relation to reading ability when students read under time pressure. However, some contradictory findings were shown in an experiment by Meyer, Talbot, and Florencio (1999), who explored the effects of time constraints on reading comprehension with college students under three conditions: no time pressure (90 wpm), mild time pressure (130 wpm), and severe time pressure (300 wpm). The results were that participants' performances on the three recall tasks uniformly improved as the speed decreased and they achieved best at the speed of 90 wpm. However, in a second experiment with younger and older adults, the best comprehension result was observed under mild time pressure. Overall, most of the above studies show that a moderate pressure facilitates reading rates and comprehension.

VIII. The Effect of Timed Reading in L2

As previously mentioned, reading fluency had not received as much attention in L2 as in L1 (Grabe, 2004; Nation, 2001, 2007) and most weight has been given to the training of accuracy (Davies, 1982). Very few L2 reading studies, therefore, look at the effect of reading fluency training on the improvement of reading rates. In a typical timed reading activity, learners read a number of texts that are carefully controlled for vocabulary and length, time their reading speed for the text, and then answer comprehension questions. A recent study conducted by Chung and Nation (2006) with a group of 49 Korean university students shows that nearly all students made some advance and most learners made gradual improvement rather than a sudden jump in speed. Their students read a total of 23 texts over a period of nine weeks, varying from

two to four texts a week, with 19 being read in class and five outside class. Their study shows that students' improvement ranged from 73 wpm (the average speed of the first three scores minus that of the last three) to 97 wpm (the highest rate minus the lowest one) to 132 wpm (the 20th passage reading rate minus the first one) using different scoring methods. However, this study involved no control group, comprehension was assessed but not reported on in the study, and some reading was done outside the class, which may have affected reliability.

Another study by Cramer (1975) with 30 Malaysian elementary pupils also showed a great enhancement in reading speed in both their native language and English after reading eight passages in timed reading activities over four weeks. Although reading comprehension was assessed, no details were given. Despite some flaws in the two studies, they suggest that L2 readers can be trained to read faster through rate-building activities. Another two studies integrated reading fluency training as part of the English proficiency curriculum in an English-speaking country. Cushing-Weigle and Jensen (1996) looked at reading rate improvement in university ESL classes. The reading rate development activities involved paced and timed readings, instruction in eye movement as well as reading strategies. Students first read 400-word paced readings at an imposed rate that increased by 25 wpm weekly which was then followed by 1000-word timed readings at their own rate. Cushing-Weigle (1990, cited in Cushing-Weigle and Jensen, 1996), reported that in the first year her students gained an average of 110 wpm over a 10-week course without decreasing comprehension. In their later studies (conducted in Spring 1994 and Fall 1994), Cushing-Weigle and Jensen (1996) found that their students ($n = 64$) *perceived* a significant improvement in their reading speed and comprehension. In their actual performance, the students' reading rate improved about 40 wpm, from 158 to 195, but their comprehension scores decreased from 6.59 to 5.80 out of 10. The authors explained the decreased comprehension score as being due to more difficult academic texts being used in the pretests and posttests rather than the simpler readings practiced in class.

In addition, a carryover effect from simpler readings to more difficult academic texts was found for more proficient readers. A more recent study by Macalister (2008) also involved a timed reading activity integrated within an English proficiency program. This study investigated changes in reading rate from the start to the end of a rate-

building activity and from the end of a rate-building activity to the end of the language course to see whether students could maintain the reading rate gained. A total of 17 texts were read. The findings were that 25 out of 29 students increased by five to 143 wpm after reading 17 texts, and only four students did not improve in their reading speed. Fourteen students showed further gains from the end of the rate-building activity to the end of the language course. While the results were comparable to Chung and Nation (2006), Macalister cautiously observed that the gains in reading speed may be due to a “practice effect.” Practice effect here refers to the increase in reading rate at the end of a speed reading course being the result of students’ having practiced reading the type of texts in the practicing. When they stop the practice, their gains in reading rate falls away from a peak. Macalister’s claim is supported by evidence that some student gains in reading rates were not maintained when reading speed was reassessed at the end of the language course, with half of the students showing a decrease after stopping the speed reading training. Is comprehension sacrificed while reading fast in L2? With the exception of Cushing-Weigle and Jensen (1996), no studies measure and report on student comprehension levels. It was very likely that learners may read at too fast a speed if comprehension is not assessed. In an L1 study by Just and Carpenter (1987), it was reported that speed readers could skim a text at 600-700 wpm but could only answer questions about the gist of the passage not the details. This highlights how purpose can affect reading rate and comprehension (Carver, 1990). Nation (2005) states that for careful silent reading, readers should score seven or eight out of ten on a comprehension test, comprehending approximately 70 percent to 80 percent; if not, learners should slow down and read more texts at a similar level until comprehension improves. How to balance speed and comprehension is of importance to educators. The studies by Chung and Nation (2006), and Macalister (2008) did not look into students’ perceptions, which is a gap in this area of research (Macalister, 2008). Therefore to explore the effect of a timed reading.

IX. The Important of the First 1,000 Words of English (General Service List)

As the General Service List (GSL) (West, 1953) is a set of 2,000 headwords developed in the 1940s, selecting to be of “general service” to learners of English. They are not the most common 2,000 words. Each of 2,000 words is a headword representing a word family that only coarsely defined in West. Texts based on the GSL are still on sale, but the list itself is out of print. A fuller discussion of the GSL, and general word lists, can be seen in Nation (1990, p. 21-24) and Carter and McCarthy (1988).

Reading is a complex process; reading in a foreign language is even more complex. Reading comprehension, in both first (L1) and second language (L2), is affected by many variables, the most researched being background knowledge, reading strategies, vocabulary knowledge.

Knowledge of the vocabulary in a text was one of the any factors that affect reading. Having to struggle with reading because many words are unknown would take a lot of the pleasure out of reading. It is a reader knows 90% of running words in a text, and then there would be 10 unknown words in every 100. If each line in the text contained about 10 words, then there would be one unknown words in every line. So reading would certainly be a struggle (Hirsh and Nation, 1992). Researched by Laufer (1989, 1992), showed the important of having a vocabulary large enough to provide coverage of 95% of the words in a text. Laufer found that learners whose vocabulary size gave them more than 95% coverage of the words in a text were able to reach an adequate level of comprehension. Those whose vocabulary was not large enough to reach 95% coverage did not reach an adequate level of comprehension.

In addition to Hu and Nation (2000) examined the relationship between text coverage and reading comprehension for non-native speakers of English with a fiction text. Reading comprehension was measured in two ways: by a multiple choice reading comprehension test, and by a written cued recall of the text. These measures were trialed with native speakers before they were used in the study with non-native speakers. With a text coverage of 80% (that is, 20 out of every 100 words [1 in 5] were nonsense words), on one gained adequate comprehension. With a text coverage of 90%, a small minority gained adequate comprehension. With a text coverage of 95% (1 unknown word in 20), a few more gained adequate comprehension, but they were still a small.

At 100% coverage, most gained adequate comprehension. When a regression model was applied to the data, a reasonable fit was found. It was calculated that 98% text coverage (1 unknown word in 50) would be needed for most learners to gain adequate comprehension.

Eventually Nation (1990) stated that learners of English as a foreign language usually start to read with specially simplified texts. The vocabulary levels and sentence structure are very important to learn a language, He also mentioned that a vocabulary of only 300 to 400 words learners will be able to several simplified books. Moreover, if learners need to read the unsimplified texts, it is necessary for them to have a vocabulary of a least 3,000 headwords.

Nation (1993) stated the first 1,000 words of English are the essential basis for simplified teaching material. There are several lists available of the most frequent words of English. These included frequency counts (Carroll et al, 1971; Francis and Kucera, 1982; Thorndike and Lorge, 1944), and combinations of various lists (Hindmarsh, 1980; Barnard and Brown, in Nation 1984). The list chosen for the test is West's General Service List of English Words (1953). The General Service List has been used as a basis for many series of graded readers, and this provides an advantage in using it for the test. This list is rather old, based on work done in the 1930s and 1940s. However it still remains the most useful one available as the relative frequency of various meanings of each word is given. When making the tests included the words chosen were checked against the Carroll et al count to make sure that they occurred in the first 2,000 words of that count.

X. Related Studies on Speed Reading Practice

Hirsh and Nation (1992), discussed that if a reader knows 90% of running words (the tokens) in a text, and then there would be 10 unknown words in every 100. If each line in the text contains about 10 words, then there would be one unknown word in every line. So reading would certainly be a struggle. Research by Laufer (1989, 1992) showed the importance of having a vocabulary large enough to provide coverage of 95% of the words in a text. Laufer (1989, 1992), found that learners whose vocabulary size gave them more than 95% coverage of the words in a text were able to reach an

adequate level of comprehension. Those whose vocabulary was not large enough to reach 95% coverage did not reach an adequate level of comprehension. Laufer (1992) also looked to see what the effect of academic ability (knowledge of the world) was on reading comprehension. She found that if vocabulary size was smaller than 3,000 words (3,000 words provides 95% coverage), academic ability did not compensate for it to help comprehension. This finding underlines the critical importance of developing an adequate high frequency vocabulary.

Hu and Nation (2000), however, examined the relationship between text coverage and reading comprehension for non-native speakers of English with a fiction text. Reading comprehension was measured in two ways: by a multiple-choice reading comprehension test, and by a written cued recall of the text. These measures were trialed with native speakers before they were used in the study with non-native speakers. With text coverage of 80% (that is, 20 out of every 100 words [1 in 5] were nonsense words), one gained adequate comprehension. With a text coverage of 90%, a small minority gained adequate comprehension. With a text coverage of 95% (1 unknown word in 20), a few more gained adequate comprehension, but they were still a small minority. At 100% coverage, most gained adequate comprehension. When a regression model was applied to the data, a reasonable fit was found. It was calculated that 98% text coverage (1 unknown word in 50) would be needed for most learners to gain adequate comprehension.

As the discussion on reading comprehension above, Vocabulary was considered the basic medium in communication by which human use to express their ideas, emotion and experiences. It seems that vocabulary has always been treated as the mainstream or at least as one of the major components of language teaching and learning. Davision (1976) considered textbooks as the second most important factor, merely next to teachers, in EFL classroom. Moreover, according to the observation of Young and Reigeluth (1988), as much as 90% to 95% of classroom time was spent on the interaction with textbooks (Cited in Chang, 2002, p.35).

In terms of speed reading course, the first published course for foreign learners of English was Reading Faster by Edward Fry (1967) which had an accompanying teachers' book called Teaching Faster Reading (Fry, 1965). The course consisted of texts around 500 words long, each followed by ten multiple-choice questions. The texts

were taken from a graded reader and were written at the 2,000 word level. The course worked well, but it was not suitable for learners with vocabularies of less than 2,000 words. In addition, Quinn and Nation (1974) developed a course written well within the first 1,000 words of English consisting of 25 texts each exactly 550 words long and followed by ten comprehension questions. Other speed reading courses have not used a controlled vocabulary and this has meant that they do not meet the conditions needed for fluency development.

Earlier studies of reading speed transferred dealt with transfer from English to the mother-tongue. West's experiment (1941) found that training in English resulted in a speed increase of 266% in Bengali for Bengali students. West conducted that Reading is a general power. It was not confined to one language, for improvement in the ability to read one language is 'transferred' and showed itself in improvement of the reading of another language. If practice in a foreign language improved the rate of reading in the mother-tongue, it followed that practice in the mother-tongue will probably improve reading in a foreign language. If such practice was needed it should obviously be given in the mother-tongue for preference. This study dealt with transfer from the National Language, Indonesian, to a foreign language, English. Indonesian was the language used in schools from the third years onwards. Speed reading courses usually resulted in an increase of speed of approximately 100% with an increase in comprehension or with the maintenance of comprehension at a desired level, about 70%. West (1941) suggested that by providing a few questions before a passage is read, increases in speed would be greater.

In the same manners, research on reading faster by Bismoko and Nation, 1974 showed that increasing reading speed in one language could result in increase in another known language. This had been tested from the first language to English and from English to the first language (Cramer, 1975; West, 1941). It was likely that the transfer of training here was the transfer of confidence that was, the confidence that could read faster and still comprehend.

Nation and Macalister (2010) suggested that "reading fluency activities should involve a speed reading course within a controlled vocabulary". While the target reading speeds for different forms of reading vary, "a good careful silent reading speed was around 250 words per minute. It was important to note, however, that Nation's 250

wpm target was for materials where vocabulary and grammar were known, such as the texts in a speed reading practice. When there were unknown elements in the text, or the reading purpose was other than general comprehension, the reading speed would be considerably lower (Cobb, 2008; Fraser, 2007).

Chung and Nation (2006) recommended that reading fluency is an important goal for learners of English. One way of developing reading fluency was to do a speed reading course. For learners of English, such a course needed to be within controlled vocabulary so that learners did not face lexical difficulties which might interrupt their reading. This study reported on the results of such a course lasting nine weeks. The findings revealed that almost all learners increased their reading speed, some very substantially. When spending the small amount of time on running such a course, there was a very good return for practicing speed reading with learners of English as a foreign language.

With references to studies on speed reading discussed above, it recommended that there was a very good return for practicing speed reading with learners of English as a foreign language. However, a speed reading course should be within controlled vocabulary. To the primary school students, it seems that the 1st 1,000 GSL words have always been treated as the mainstream or at least as one of the major components of language teaching and learning. Therefore, if learners can learn the target words, they will be able to improve their speed reading. The findings would be used as a guideline, designing a reading course used in the primary school level. As the results, this study is conducted in order to enhance student's reading ability.

CHAPTER III

RESEARCH METHODOLOGY

This chapter aimed to the present an overview of research methodologies employed in the study, and the explanation of how the research was conducted. The descriptions were presented under the following topics: the purposes of the study, research questions, subject, significance of the study, method, procedure of the study, and data collection.

I. Purposes of the Study

The purpose of this study is to investigate the overall effectiveness of the use of a set of speed reading course in improving the reading ability of primary school students.

1. To create a set of suitable speed reading practice to encourage students' speed reading skill for Thai Primary School Students.
2. To investigate students' improvement in English reading comprehension by the use of a set of speed reading practice and Self-Pacing methods.

II. Research Questions

Based on the purposes of this study, the research questions are as follows:

1. Does using a set of speed reading practice with Self-Pacing methods help to develop students' reading speed.
2. Can students still maintain their reading comprehension while their reading increase?

III. Subjects

This study was designed to investigate the effect of using a set of speed reading practice in teaching speed reading, with regards to students' reading development and their reaction to reading instruction. The participants of this experiment were 40 students of Mahasarakham University Demonstration School (Elementary), Maha Sarakham Province, Thailand selected by means of a purposive sampling method.

IV. Method

Participants

This study conducted with 40 primary students. All students who participated in this study were required to sit a vocabulary test so as to find out their levels of lexical knowledge before taking part in the speed reading practice. The participants who obtained 80% or 32 items corrected were allowed to take part in this study. The test result revealed that all participants obtained over 80%. To this end, the study employed the set of 13 speed reading practices, which were primarily based on the first 1,000 high frequency words of English and self-pacing method.

V. Procedures

Step I: In order to find out the students' level of lexical knowledge in particular, they were required to take a vocabulary test, which were primarily based on the first 1,000 high frequency words established by Nation. The test contained 40 items. If students scored below 80% on any level, then you could start building up this level by working on the corresponding wordlist, the 1st 1000 level words level test is extremely frequent in English, composing 70% of text and 90% of talk (Laufer, B. and Nation, P., 1999).

Step II: After having been tested, the participants would be trained the Self-Pacing methods, which promoted the learners' learning and facilitated more in reading. In other words, the simple improvement was made the eye motions or patterns more

efficient. Therefore, Self-Pacing methods could be the most practical and cheapest way to develop speed reading skill.

Step III: The thirteen texts were designed and developed so as to exercise speed reading practice within the first 1,000 high frequency words in English for non-native learners of English. The study lasted for a total period of four weeks. In effect, the pre-test was undertaken, and a text was read in the classroom. Two texts were read in the second week. Then students would read three texts in a third week. The other texts were read by the participants in the last week of the study, plus the post-test. In effect, after reading, students were given a comprehensive test so as to assess their comprehension in speed reading practice. Around 80% would be considered comprehension.

Step IV: For this study, students measured the reading time as the teacher instructed in class. When the whole class was ready to practice speed reading together, the teacher said “start”, and then the students begin reading as fast as they can. As students finished the reading they make a note of their reading time. Then they answered the questions from the memory without looking back at the text, and marked them using the answer key. They converted their time into words per minute and their comprehension scores.

VI. Data Collection

Measuring Reading Speed

To analyze the results of reading efforts, a reader could gain a quick profile, or overview, of their reading skills in both speed and comprehension (Danks, J. and End, L, 1987). And converted the seconds it took to read that text into words per minute (wpm) by using the following chart. This process would give actual reading comprehension rate, or speed.

Recording Box

Time Used	Comprehension Rate	WPM

Average Scoring Method

The average scoring method was calculated by taking the average of the scores on the 1st - 5th texts, the average of the scores on the 6th - 10th texts, and the average of the scores on the 11th - 13th texts gathered the average of the scores within three periods. It tends to raise the starting score compared to just taking the score on the first text.

Highest Minus Lowest Scoring Method

The highest minus lowest scoring method finds the amount of increase by taking the highest speed reached, minus the lowest even though the lowest and highest may not be near the beginning or end of the course.

13th Minus 1st Scoring Method

The 13th minus 1st scoring method simply takes the student's score on the first text away from the score on the thirteenth text. This assumes that the beginning will be low and that the increase will be apparent with the final score.

The Results of Comprehension Rates in Speed Reading Practice

To see the different percentages of increasing comprehension rates in Speed Reading Practice (between pretest and posttest) by average of percentages and T-test scoring.

The Computer Program

The RANGE program is a Windows based program developed by Paul Nation and Alex Heatley of Victoria University, Wellington and freely available from <http://www.vuw.ac.nz/lals/staff/paul-nation/nation.aspx>. It can apply three distinct word lists, called Baseword lists, to any text, and can sort the text vocabulary into three categories of headwords from each list, and a category of words outside all three lists, making four categories altogether. The RANGE program can do this either by range across several texts, or by frequency within a text. It can also mark each word according to the category in which it falls. The baseword lists can be altered depending on requirements. The ones which come with the program are the first and second thousand words from West's General Service List (West, 1953), referred to from now on as the *GSL*, and Averil Coxhead's Academic Word List referred to as the *AWL*. The program has self-checking routines to ensure that the same word from does not occur in

more than one of the baseword lists. This program has been used with the text based studies of Hirsh and Nation (1992), Laufer and Nation (1995) and Coxhead (2000).

There were 13 texts with ten multiple choice questions in each text. The numbers of the first 1,000 words in each text should more than 90% of running words out of the 1st 1,000 words GSL. The thirteen texts presented 94% , 95%, 97%, 96%, 97%, 97%, 94%, 93%, 93%, 95%, 97%, 93%, 94% out of the 1st 1,000 GSL words respectively. For pretest and posttest, there were about 94% and 94%. The texts were checked the numbers of the 1st 1,000 words by Range program.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented the results of creating a set of suiTable speed reading to encourage students' speech reading skill for Thai Primary School Level and investigating students' improvement in English reading comprehension and interaction in class by the use of a set of speed reading practice. Two research questions were investigated: (1) Does using a set of speed reading practice with Self-Pacing methods help to develop students' reading speed? (2) Can students still maintain their reading comprehension while the reading increases? In order to answer the questions, it would be dealt with looking at the ways to improve reading speed: repeated reading, easy extensive reading, and carefully organized speed reading courses. Another very efficient way of increasing reading speed is to take a well-organized speed reading course which involves timed readings of different passages with controlled length and vocabulary. They are:

1. Creating a set of suiTable speed reading to encourage students' speed reading skill for Thai Primary School Students.
2. Investigating students' improvement in English reading comprehension by the use of a set of speed reading practice.

I. The Result of Testing 1,000 Words of English

For the study, students had to take a test the first 1,000 words of English established by Laufer. B. & Nation. P., 1990 (see Appendix C for all scores), there were 40 items. Before starting the speed reading practice, students took the test to see whether they had enough English proficiency to attend a speed reading practice. The Bar Chart shows the students' scores

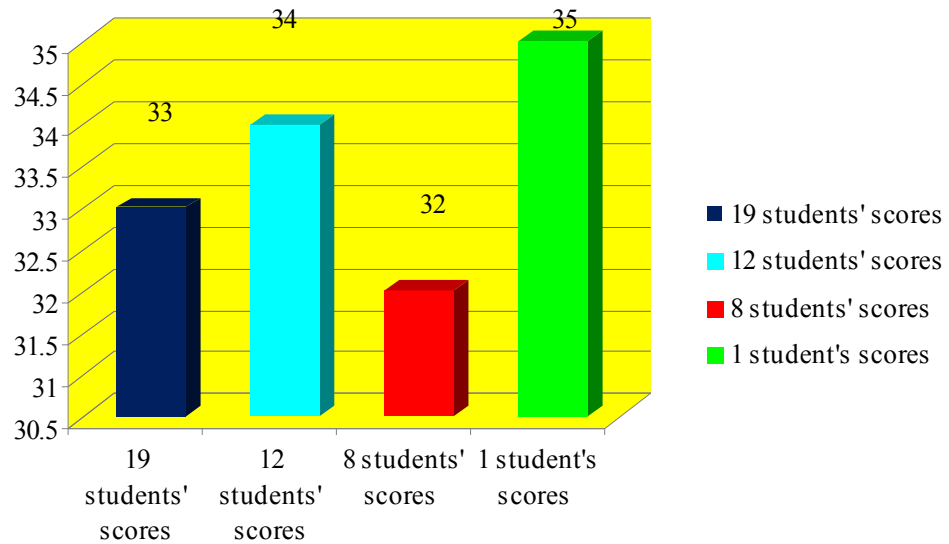


Figure 1: The Bar Chart shows the students' scores from the 1,000 words level test

According to Figure 1 above, there were 19 students scoring 33 items out of 40 accounted for 47%. 12 students accounted for 30% had gained 34 scores, 8 students had obtained 32 scores, which were accounted for 20%. However, only one student could gain 35 scores out of 40. To this end, the result suggested that all students had gained adequate lexical knowledge of the first 1,000 high frequency words. In other words, the result revealed that all students could answer at least 32 items out of 40 in dealing with a speed reading practice. Given that students could not gain at least 80 percentages in the pre-test, they would be provided an opportunity to build up their lexical knowledge by working on the corresponding wordlist of the first 1,000 high frequency words.

II. The Results of Progressive Rates of Speed Reading Scores

1. Average Scoring Method

The average scoring method was calculated by taking the average of the scores on the 1st – 5th texts, the average of the scores on the 6th – 10th texts, and the average of the scores on the 11th – 13th texts gathered the average of the scores within three periods.

Table 1: The Average Scoring Method Ordered by Percentage of the Total Increase

Students	Average of the 1st – 5th scores	Average of the 6th – 10th scores	Average of the 11th – 13th scores	Total increase	% of the total increase
19	94	124	175	81	86
38	96	110	172	76	79
10	60	79	102	42	70
14	51	60	83	32	63
21	60	71	98	38	63
6	64	81	103	39	61
11	52	61	83	31	60
31	65	79	104	39	60
8	58	69	90	32	55
13	55	67	83	28	51
18	65	72	96	31	48
7	61	70	88	27	44
34	63	73	91	28	44
9	65	79	93	28	43
22	63	71	90	27	43
1	64	75	90	26	41
23	63	69	88	25	40
39	63	73	88	25	40
40	58	67	81	23	40
33	70	82	97	27	39
12	55	64	76	21	38
16	59	65	81	22	37
30	65	72	89	24	37
29	64	72	87	23	36
36	73	83	99	26	36
32	65	72	88	23	35

Table 1: The Average Scoring Method Ordered by Percentage of the Total Increase
(continuous)

Students	Average of the 1 st – 5 th scores	Average of the 6 th – 10 th scores	Average of the 11 th – 13 th scores	Total increase	% of the total increase
35	65	70	88	23	35
20	64	69	86	22	34
15	52	60	69	17	33
26	63	68	84	21	33
5	54	60	71	17	31
4	57	63	74	17	30
28	60	66	78	18	30
37	54	60	69	15	28
2	73	79	93	20	27
3	59	64	75	16	27
24	66	70	84	18	27
27	62	66	76	14	23
25	65	69	79	14	22
17	56	61	65	9	16
Average	63	72	90	27	42

According to the figures presented in Table 1 above, it revealed that students' reading speed slightly varied as a whole. However, the overall scores of reading speed for reading texts 1-5 were 63. Similarly, there was a somewhat difference in texts 6 -10 and the average scores for that was 72 words a minute. The average scores for texts 11 - 13 were 90 words a minute. The general increase was 27 words a minute or 42% as a whole. To this aspect, the findings suggested that when more speed reading practices were given to students, they were prone to enhance their reading speed. In other words, a set of speed reading practice could improve students' reading speed in general.

Table 2: The different scores between the 1st- 5th text and the 6th – 10th scores
(see the detail in Appendix E)

The Averages of the 1st – 5th scores	The Averages of the 6th – 10th scores	Total increase	% of the total increase
63	72	9	14

With reference to Table 2, the finding showed the gap between the 1st- 5th text and the 6th-10th scores. To this end, the total increase was accounted for 14 percent or 9 words a minute as a whole.

In a similar manner, the gap in Table 3 below was between texts 6-10 and texts 11-13. That was 18 words as a difference. In other words, it was accounted for 24 percentages as a group.

Table 3: The different scores between the 6th- 10th text and the 11th – 13th scores
(see the detail in Appendix E)

The Averages of the 6th – 10th scores	The Averages of the 11th – 13th scores	Total increase	% of the total increase
72	90	18	24

At the result, most of students had the highest scores on between the 6th – 10th texts and the 11th – 13th texts, a total increase of 18 words per minute or 24% increase which was more than the 14% increase in Table 2. So, if students continuously practiced reading, they surely could get a better speed in reading.

2. Highest Minus Lowest Scoring Method

The highest minus lowest scoring method finds the amount of increase by taking the highest speed reached, minus the lowest even though the lowest and highest may not be near the beginning or end of the course.

Table 4: The highest minus lowest scoring method ordered by percentage of the total increase

Students	Lowest score	Highest score	Total increase	% of the total increase
19	79	190	111	141
38	91	201	110	121
10	54	109	55	102
14	49	98	49	100
21	56	109	53	95
11	48	92	44	92
31	61	116	55	90
6	61	113	52	85
13	50	92	42	84
8	55	100	45	82
18	60	105	45	75
22	59	103	44	75
7	58	97	39	67
40	53	88	35	66
34	59	96	37	63
9	61	99	38	62
1	60	96	36	60
12	50	80	30	60
16	57	91	34	60
33	65	102	37	57
30	61	94	33	54
32	61	94	33	54
36	68	105	37	54
23	60	92	32	53
29	61	93	32	52
39	61	93	32	52

Table 4: The highest minus lowest scoring method ordered by percentage of the total increase (continuous)

Students	Lowest score	Highest score	Total increase	% of the total increase
15	49	74	25	51
26	61	92	31	51
35	63	95	32	51
20	62	93	31	50
28	58	87	29	50
5	51	76	25	49
37	50	74	24	48
4	53	78	25	47
24	63	91	28	44
3	56	80	24	43
25	61	86	25	41
2	70	98	28	40
27	60	83	23	38
17	54	70	16	30
Average	59	98	39	65

According to the data shown in Table 4 above, the findings showed that student' s lowest score was 91 while the highest one was 201. The increase was 110 words a minute or 121% increase was addressed. According the finding, the overall average of the lowest speed in reading practice was 59 words a minute whereas the general average of the highest speed in reading practice was 98. To this point, the increase was manifestly 39 words a minute; that is, 65% increase in reading practice. To this aspect, a set of sped reading practice could develop students' reading speed as a whole.

3. The 13th Minus 1st Scoring Method Ordered by Percentage of the Total Increase

The 13th minus 1st scoring method simply takes the student's score on the first text away from the score on the thirteenth text. This assumes that the beginning will be low and that the increase will be apparent with the final score.

Table 5: The 13th Minus 1st Scoring Method Ordered by Percentage of the Total

Students	First score	Last score	Total increase	% of the total increase
19	79	190	111	141
38	91	201	110	121
10	55	109	54	98
14	50	98	48	96
21	56	109	53	95
11	48	92	44	92
31	61	116	55	90
6	61	113	52	85
13	50	92	42	84
8	55	100	45	82
22	59	103	44	75
18	62	105	43	69
7	59	97	38	64
40	53	87	34	64
34	59	96	37	63
9	61	98	37	61
1	60	94	34	57
16	58	91	33	57
33	65	101	36	55
12	52	80	28	54
30	61	94	33	54

Table 5: The 13th Minus 1st Scoring Method Ordered by Percentage of the Total
(continuous)

Students	First score	Last score	Total increase	% of the total increase
23	60	92	32	53
32	61	93	32	52
15	49	74	25	51
26	61	92	31	51
29	61	92	31	51
36	68	103	35	51
39	61	92	31	51
28	58	87	29	50
5	51	76	25	49
35	63	94	31	49
37	50	74	24	48
20	64	93	29	45
24	63	91	28	44
4	55	78	23	42
25	61	86	25	41
2	70	98	28	40
3	57	80	23	40
27	60	83	23	38
17	55	66	11	20
Average	60	98	38	63

The average of the 40 students on the first text was 60 words per minute, and the average on the thirteenth text was 98 words, a total increase of 38 words or a 63% increase, higher than the 42% in the average scoring method.

For example, student #19 read at 79 words per minute on the first text, and 190 words on the thirteenth text, a total increase of 111 words or a 141% increase.

For this study, the results indicated that the students could develop their speed reading by use of a set of speed reading practice within the first 1,000 words level of English to see whether they had enough English proficiency.

III. The Results of Comprehension Rates of Speed Reading Practice

Table 6: The Percentages of Increasing Comprehension Rates of Speed Reading Practice (between pretest and posttest)

Students	Pretest Scores (10)	Posttest Scores (10)	Total increase	% of the total increase
3	6	10	4	67
10	6	9	3	50
18	6	9	3	50
6	7	10	3	43
7	7	10	3	43
9	7	10	3	43
15	6	8	2	33
17	6	8	2	33
2	7	9	2	29
11	7	9	2	29
13	7	9	2	29
14	7	9	2	29
16	7	9	2	29
19	7	9	2	29
23	7	9	2	29
24	7	9	2	29
25	7	9	2	29
26	7	9	2	29
32	7	9	2	29

Table 6: The Percentages of Increasing Comprehension Rates of Speed Reading Practice (between pretest and posttest) (continuous)

Students	Pretest Scores (10)	Posttest Scores (10)	Total increase	% of the total increase
34	7	9	2	29
4	8	10	2	25
8	8	10	2	25
12	8	10	2	25
27	8	10	2	25
31	8	10	2	25
35	8	10	2	25
36	8	10	2	25
20	7	8	1	14
28	7	8	1	14
37	7	8	1	14
1	8	9	1	13
5	8	9	1	13
21	8	9	1	13
29	8	9	1	13
33	9	10	1	11
22	9	9	0	0
30	8	8	0	0
38	9	9	0	0
39	9	9	0	0
40	7	7	0	0
Average	7	9	2	25

Table 6 showed the percentages of comprehension rates of speed reading practice for both pre and post tests. The data indicated that the scoring increase was 2 as a whole and that was accounted for 25 percent. Three students could gain over 50%

increase in reading speed and 32 students had obtained 10%-50% increase in reading speed. However, there were five students who had hardly any difference in reading speed. In other words, they still gained the same scores in both pre-and post test. To this aspect, these students could increase their speed in reading with the slightly positively slight difference in reading comprehension.

Table 7: Students' reading comprehension

Reading Comprehension	N	Mean	S.D.	t
Pre-test	40	7.38	0.84	11.69
Post-test	40	9.10	0.74	

Table 7 showed students' reading comprehension. The data found in this study revealed that the average mean of the pretest in reading comprehension was 7.38 with the standard deviation of 0.84 and the overall mean of the post-test in reading comprehension was 9.10 with the standard deviation of 0.74. From this perspective, students' reading comprehension was seemingly increased. Furthermore, the T-test value also showed that the students' reading comprehension was significantly increased with a significant level of .05.

IV. Discussions

On the basic of the conclusion in above, it was shown a number of implications for a speed reading practice can be considered and it was shown that these texts simplification written within the first 1,000 high frequency words of English could enhance students to read more actively. One reason why these texts tended to be an effective technique was probably because these written texts with the first 1,000 high frequency words were all graded before used so that they were fit into with students' levels of English proficiency. To this point, this set of speed reading practice could reduce students' apprehension or concern while reading. As a consequence, students could gain more comprehension in reading as a whole.

Self-Pacing methods technique helped to find a foothold to speed read. None of them assured to improve students' reading speed. It took lot of practice and diligence to reach a level where you could be called as a speed reader. These methods or any other methods would simply serve as a guide. These methods seemed simple and easy, and they were very useful methods which could help a good reader read faster and better in very little time. But these techniques would not any good unless practice them. As moving along and learn the methods, find that one was more suitable than the others. Find the one that works for use it. Many successful speed readers considered their hand to be the ideal pacer. Students could vary the speed of their hand at will, change the pattern of movement.

Easy extensive reading class was also an effective way of increasing reading speed. Students read the texts their proficiency level. Because readers worked within a controlled vocabulary in a set of speed reading practice many times that shown students could conduct to development of speed in reading and reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The primary objective of this study was to establish a set of appropriate speed reading to enhance primary students' speed reading skills in Thai primary schools. It also aimed to investigate students' improvement in English reading comprehension and interaction in classroom by the use of a package of speed reading practice.

According to Chung and Nation (2006, p. 198), for example, recommended that "a speed reading practice should be added in every reading class". Nation and Macalister (2010, p. 93), suggested that "reading fluency activities should involve a speed reading course within a controlled vocabulary".

The classic list of high frequency words is in Michael West's General Service List (1953) which contains 2,000 word families or 80 percents of running words in the texts. The frequency figures for most items are based on a 5,000,000 word written corpus. Frequency numbers of headwords are given, and carried on from Thorndike and Lorge (1944). The container of 2,000 words of General Service List of English Words (GSL) is the practical use for teachers and curriculum planners. So the list of high frequency words, like West's also provides an important basis for deciding what goes into language courses and complement materials. The study was investigated to see the primary school students' speed reading and comprehension by employing a speed reading course within the 1st 1,000 controlled vocabulary. However the first 1,000 *GSL* words are normally applied to produce the suitable context for reading.

The study was conducted to answer, when the participants practiced a set of speed reading, they could improve their reading speed and comprehend the text at the 1st 1,000 controlled vocabulary. As the main research questions mentioned: (1) Does using a set of speed reading practice with Self-Pacing methods help to develop students' reading speed?, and (2) Can students still maintain their reading comprehension while the reading increase? This chapter summarizes all the findings, explores their implications and gives suggestions.

I. Conclusions of the Study

In order to enhance students develop their speed reading and comprehension, this study was to investigate the effect of using a set of speed reading practice for purposive sampling; 40 primary school students who were tested the first 1,000 GSL words. A set of speed reading practice consisted of 13 different controlled texts of the first 1,000 GSL words. Words per Minute (wpm) and Pre-Post test were used for measuring reading speed.

The study was undertaken to create a set of suitable speed reading to encourage students' speed reading skill for Thai primary school with Self-Pacing methods and to see whether they had speed reading comprehension. Thus, Self-Pacing methods could be the most practical and cheapest way to enhance rapid reading skill.

The data found in the study were analyzed and presented in terms of percentage and descriptive analysis. The finding revealed that using a set of speed reading practice within the first 1,000 frequency words of English established in the General Service List (GSL) (West, 1953) all students' reading speed seemingly increased, the increase in the last three texts in particular. The average reading speed for 40 students in written texts 1- 5 was 63 words a minute. The overall reading speed for texts 6-10 was 72 words per minute and that for reading texts 11-13 was 90 words per minute. The general increase was 27 words a minute or 42% as a whole. To this aspect, the findings suggested that when more speed reading practices were given to students, they were prone to enhance their reading speed. In other words, a set of speed reading practice could improve students' reading speed in general.

According to the study, the findings also showed that for those who gained the biggest gap in reading speed were 110 words per minute. Put that in another, the increase in reading speed was accounted for 121%. However, the student who had obtained the smallest improvement in reading speed was 39 words per minute. In other words, the smallest increase in reading speed in this study was 65% increase as a whole. Based on the findings, it could be claimed that a set of speed reading practice could enhance students' speed reading in general.

In a similar manner, the findings also revealed that the students' reading comprehension slightly varied in terms of reading comprehension according to their

schemata knowledge. To this end, nearly all students could gain a better comprehension when their speed reading increased in general. However, there were a few students who could not gain any difference in reading comprehension according to their scores in pre and post tests. To this aspect, students might gain a better comprehension when their reading speed increased, but their understanding seemed to be so slightly different that their comprehension might not be able to be observed.

In addition, the findings also suggested that the average mean of the pretest in reading comprehension was 7.38 with the standard deviation of 0.84 and the overall mean of the post-test in reading comprehension was 9.10 with the standard deviation of 0.74. From this perspective, students' reading comprehension was seemingly increased. Furthermore, the T-test value also showed that the students' reading comprehension was significantly increased with a significant level of .05.

II. Limitations of the Study

Within a narrow focus, this study had limitations. Firstly, the study was conducted with a small number of students. Secondly, this study was undertaken in a short period of time. Students participating in the experiment gained over 80% in vocabulary test of the first 1,000 high frequency words of the English language.

Reading fluency activities should involve a speed reading practice within controlled vocabulary (Nation and Macalister, 2010, p. 93). So, the fifteen texts, including pretest and posttest based on within the first 1,000 words list. The students should be learned only fifteen texts to investigate their speed in reading and reading comprehension. In addition, the number of words in each text should control with suitable length 150-300 words for young learners. It consisted of 10 multiple choice questions following each text.

III. Suggestions for Further Study

With a narrow focus, the findings in this study would give some useful suggestions for further study. Firstly, an easy extensive reading was also an effective way of increasing reading speed. Secondly, simplified written texts for reading practice should match with students' levels of English language competence so as to enhance students' learning the target language. In addition, a number of words should be controlled in reading texts in order to ensure students' learning new vocabulary in the text. Put that in another way, learners read the texts their proficiency level, because readers worked within a controlled vocabulary in a set of speed reading practice many times that students could conduct to development of speed in reading and reading comprehension.

A speed reading practice should be included in every reading class. However, the numbers of words in each text should contain only 150-300 vocabulary controlled and not over 12-15 texts for primary school students, which can be used as entrance and exit examinations or National Test (NT) in primary school level. That supported to learners' achievement increasingly in teaching English class. Moreover, a principle of a speed reading practice could be taken into consideration when writing a text of the first 1,000 high frequency words necessary for basic understandings of the texts in daily learning.

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APPENDICES

APPENDIX A
The First 1000 Words of the General Service List

The first 1000 words of the General Service List

able	already	away	bird	can
about	also	back	bit	capital
above	although	bad	black	car
accept	always	ball	blood	care
accord	among	bank	blow	carry
account	amount	bar	blue	case
across	ancient	base	board	catch
act	and	battle	boat	cause
actual	animal	be	body	centre
add	another	bear	book	certain
address	answer	beauty	born	chance
admit	any	because	both	change
adopt	appear	become	box	character
advance	apply	bed	boy	r
advantage	appoint	before	branch	charge
affair	arise	begin	bread	chief
afford	arm	behind	breadth	child
after	army	being	break	choose
again	around	believe	bridge	church
against	arrive	belong	bright	circle
age	art	below	bring	city
ago	article	beneath	brother	claim
agree	as	beside	build	class
air	ask	best	burn	clean
all	association	better	business	clear
allow	at	between	but	clock
almost	attack	beyond	buy	close
alone	attempt	big	by	club
along	average	bill	call	coast

cold	custom	distinguish	end	fact
college	cut	district	enemy	factory
colour	dance	divide	English	fail
come	danger	do	enjoy	fair
command	dare	doctor	enough	faith
common	dark	dog	enter	fall
company	date	door	entire	familiar
compare	daughter	double	equal	family
complete	day	doubt	escape	famous
concern	dead	down	even	farm
condition	deal	draw	evening	fashion
connect	decide	dream	event	fast
consider	declare	dress	ever	father
contain	deep	drive	every	favourit
content	degree	drop	everywhere	e
continue	deliver	dry	evil	favour
control	demand	due	example	fear
corner	describe	during	excellent	feed
cost	desert	each	except	feel
could	desire	ear	exchange	fellow
council	destroy	early	exercise	few
count	detail	earth	exist	field
country	determine	east	expect	figure
course	develop	easy	expense	fill
court	die	eat	experience	find
cover	difference	edge	experiment	fine
creature	difficult	effect	explain	finger
cross	direct	effort	express	finish
crowd	discover	either	extend	fire
cry	disease	else	eye	first
current	distance	employ	face	fish

fit	glad	her	influence	less
fix	glass	here	instead	let
floor	go	hide	intend	letter
flower	God	high	interest	level
follow	gold	hill	into	library
food	good	his	introduce	lie
for	great	history	iron	life
force	green	hold	it	lift
foreign	ground	home	its	light
forget	group	honour	join	like
form	grow	hope	judge	likely
former	guard	horse	just	limit
forth	habit	hot	keep	line
fortune	half	hour	kill	listen
forward	hall	house	kind	little
free	hand	how	know	live
friend	handle	hullo	lack	local
from	hang	human	lady	long
front	happen	hurrah	land	look
full	happy	husband	language	lose
further	hard	I	large	lost
future	hardly	idea	last	lot
gain	have	if	late	love
game	he	impossible	law	low
garden	head	in	lay	machine
gate	health	inch	lead	main
gather	hear	include	learn	make
general	heat	increase	least	man
gentle	heaven	indeed	leave	manner
get	heavy	independen	left	manners
give	help	t	length	many

march	morning	note	our	poor
mark	most	nothing	out of	popular
market	mother	notice	out	populati
marry	motor	now	over	on
mass	mountain	nowhere	owe	position
material	mouth	number	own	possess
matter	move	object	page	possible
may	much	observe	pain	post
me	music	occasion	paint	pound
mean	must	of	paper	poverty
measure	my	off	part	power
meet	name	offer	party	practical
member	narrow	office	pass	prepare
memory	nation	often	past	present
mention	native	oil	pay	preserve
mere	nature	old	peace	press
metal	near	once	people	pretty
middle	necessary	one	perfect	prevent
might	neck	only	perhaps	price
mile	need	open	permanent	print
mind	neighbour	operation	permit	private
mine	neither	opinion	person	problem
minister	never	opportunity	picture	produce
minute	new	or	piece	product
miss	next	order	place	producti
modern	night	ordinary	plan	on
moment	no	organize	plant	program
money	none	other	play	program
month	nor	otherwise	please	me
more	north	ought	point	progress
moreover	not	ounce	political	promise

proof	regard	sail	shape	smile
proper	regular	same	share	so
propose	relation	save	shave	society
protect	religion	saw	she	soft
prove	remain	say	shine	soil
provide	remark	scale	shoe	some
public	remember	scarce	shoot	son
pull	repeat	scene	shore	soon
purpose	reply	school	short	sort
put	report	science	should	sound
quality	represent	sea	shoulder	south
quarter	respect	season	show	space
quiet	rest	seat	side	speak
quite	result	second	sight	special
race	return	secret	sign	speed
raise	rich	secretary	silence	spend
rank	ride	see	silver	spirit
rate	right	seem	simple	spite
rather	ring	seize	since	spot
reach	rise	sell	single	spread
read	river	send	sir	spring
ready	road	sense	sister	square
real	roll	separate	sit	stage
reason	room	serious	situation	stand
receive	rough	serve	size	standard
recent	round	set	skill	start
recognize	rule	settle	sky	state
record	ruler	several	sleep	station
red	run	shadow	slight	stay
reduce	rush	shake	slow	steal
refuse	safe	shall	small	steel

step	sure	through	upon	when
stick	surface	throw	use	where
still	surprise	thus	usual	whether
stock	surround	time	valley	which
stone	sweet	to	value	while
stop	system	today	various	white
store	table	together	very	who
storm	take	too	view	whose
story	talk	top	village	why
straight	taste	total	visit	wide
strange	teach	touch	voice	wife
stream	tear	toward/ s	vote	wild
street	tell	town	wait	will
strength	term	trade	walk	win
stretch	terrible	train	wall	wind
strike	test	travel	want	window
strong	than	tree	war	wing
struggle	that	trouble	warn	winter
study	the	trust	waste	wise
subject	their	truth	watch	wish
substance	them	try	water	with
succeed	then	turn	wave	within
such	there	type	way	without
sudden	therefore	under	we	woman
suffer	these	understand	weak	wonder
suggest	they	union	wear	wood
summer	thing	unite	week	word
sun	think	university	welcome	work
supply	this	unless	well	world
support	though	until	west	worse
suppose	thought	up	what	worth

would

write

wrong

year

yellow

yes

yesterday

yet

you

young



APPENDIX B
Vocabulary Test : 1,000 Word Level
Test A

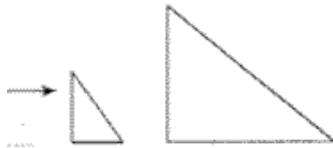
Vocabulary Test : 1,000 Word Level

Test A

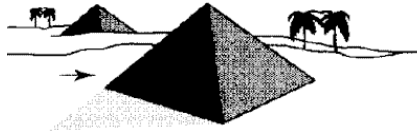
Write T if the sentence is true. Write N if it is not true. Write X if you do not understand the sentence. The first one has been answered for you.

1. We cut time into minutes, hours and days _____

2. This one is little. _____



3. You can find these everywhere. _____



4. Some children call their mother Mama. _____

5. Show me the way to do it means 'show me how to do it.' _____

6. This country is part of the world. _____



7. This can keep people away from your house. _____

8. When something falls, it goes up. _____

9. Most children go to school at night. _____

10. It is easy for children to remain still. _____



11. One person can carry this.

12. A scene is part of a play.

13. People often think of their home, when they are away from it.

14. There is a mountain in every city.

15. Every month has the same number of days.

16. A chief is the youngest person in a group.

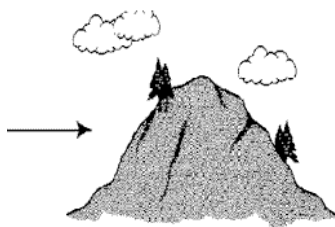
17. Blue is a colour.

18. You can use a pen to make marks on paper.

19. A family always has at least two people

20. You can go by road from London to New York.

21. Silver costs a lot of money.



22. This is a hill.



23. This young person is a girl. _____
24. We can be sure that one day we will die. _____
25. A society is made up of people living together. _____
26. An example can help you understand. _____
27. Some books have pictures in them. _____
28. When some people attack other people, they try to hurt them. _____
29. When something is ancient, it is very big. _____
30. Big ships can sail up a stream. _____
31. It is good to keep a promise. _____
32. People often dream when they are sleeping. _____
33. This is a date - 10 o'clock. _____
34. When something is impossible, it is easy to do it. _____
35. Milk is blue. _____
36. A square has five sides. _____

37. Boats are made to travel on land. _____

38. Cars cannot pass each other on a wide road. _____

39. When you look at something closely, you can see the details. _____



40. This part is a handle. _____

APPENDIX C
The Scoring of the 1,000 Words Level Test

Scoring the 1,000 words level test

Students	Level	Full Score = 40
		The scoring on 80%
1	2	32
2	3	33
3	3	32
4	3	33
5	3	33
6	4	33
7	4	34
8	4	33
9	4	33
10	4	34
11	4	34
12	4	34
13	4	32
14	4	33
15	4	33
16	4	32
17	4	32
18	5	32
19	5	34
20	5	33
21	5	34
22	5	33
23	5	32
24	5	33
25	5	34
26	5	33
27	5	33
28	5	33
29	5	33
30	6	34
31	6	34
32	6	33
33	6	33
34	6	34
35	6	34
36	6	34
37	6	33
38	6	35
39	6	33
40	6	32

APPENDIX D
The Calculating into Words Per Minute

CHANGE THE TIME INTO WORDS PER MINUTE (Calculating into seconds)

Students No. of words in a passage	Passages														
	Pre	1	2	3	4	5	6	7	8	9	10	11	12	13	Post
1	67	60	61	61	64	74	71	76	73	77	78	81	96	94	98
2	82	70	72	69	76	80	71	76	74	84	88	83	98	98	108
3	64	57	56	56	60	66	60	64	61	68	69	64	80	80	93
4	62	55	53	53	60	63	59	62	60	68	67	66	78	78	92
5	59	51	53	54	55	58	56	59	57	65	65	62	76	76	82
6	68	61	62	64	65	70	72	78	76	86	91	86	109	113	123
7	65	59	60	58	63	67	64	68	66	76	75	72	95	97	111
8	60	55	57	55	59	63	60	64	65	77	80	77	94	100	113
9	67	61	61	62	72	68	70	77	76	86	86	83	99	98	110
10	62	55	54	57	62	70	68	72	71	90	92	88	108	109	114
11	53	48	50	51	53	56	53	59	57	65	73	70	87	92	117
12	57	52	50	52	61	62	59	62	60	69	70	68	80	80	92
13	56	50	51	52	59	65	60	66	63	72	73	70	87	92	106
14	55	50	50	49	51	55	53	55	56	67	70	67	83	98	108
15	54	49	50	50	53	57	54	58	57	64	66	60	72	74	83
16	64	58	59	58	57	64	57	64	62	70	70	69	84	91	101
17	62	55	54	55	59	59	58	61	59	64	64	60	70	66	71
18	64	62	60	64	68	69	66	67	66	76	85	81	103	105	113
19	82	79	85	90	100	114	113	119	118	135	136	147	188	190	212
20	70	64	62	63	66	66	64	70	66	73	73	72	92	93	104
21	65	56	59	60	61	66	63	67	66	76	81	84	102	109	120
22	68	59	61	61	64	69	65	70	68	79	75	73	93	103	110
23	66	60	62	60	65	66	63	67	65	73	78	79	92	92	105
24	71	63	63	64	69	70	65	70	66	74	74	71	90	91	100
25	70	61	64	64	66	70	65	68	66	72	74	69	82	86	92
26	67	61	62	61	64	68	64	67	66	72	73	71	88	92	98
27	66	60	60	61	63	67	62	64	62	71	70	67	79	83	97
28	64	58	58	59	63	64	61	62	64	72	70	67	81	87	94
29	70	61	62	62	65	68	67	70	68	77	80	76	93	92	100
30	68	61	63	63	66	70	67	70	67	76	78	79	94	94	104
31	70	61	63	63	67	70	69	75	74	87	91	89	107	116	132
32	73	61	64	64	66	69	65	70	69	77	78	78	94	93	103
33	72	65	67	67	72	77	74	81	75	89	92	87	102	101	110
34	67	59	61	62	64	68	64	69	67	82	85	80	96	96	108
35	70	63	64	63	68	69	66	68	66	75	76	74	95	94	102
36	79	68	70	71	76	81	73	80	80	90	92	88	105	103	114
37	53	50	50	50	53	67	54	58	57	64	66	60	72	74	83
38	100	91	95	93	98	104	98	103	101	120	128	125	191	201	245
39	68	61	62	61	64	69	65	70	70	79	80	80	93	92	100
40	61	53	54	55	60	66	60	64	63	72	74	69	88	87	77

APPENDIX E
The Average Scoring Method Ordered by Percentage
of the Total Increase

The Average Scoring Method Ordered by Percentage of the Total Increase
Between the average of the 1st-5th and the 6th-10th scores

Students	Average of the 1st – 5th scores	Average of the 6th – 10th scores	Total increase	% of the total increase
10	60	79	19	32
19	94	124	30	32
6	64	81	17	27
9	65	79	14	22
13	55	67	12	22
31	65	79	14	22
8	58	69	11	19
14	51	60	9	18
21	60	71	11	18
1	64	75	11	17
11	52	61	9	17
33	70	82	12	17
12	55	64	9	16
34	63	73	10	16
39	63	73	10	16
40	58	67	9	16
7	61	70	9	15
15	52	60	8	15
38	96	110	14	15
36	73	83	10	14
22	63	71	8	13
29	64	72	8	13
4	57	63	6	11
5	54	60	6	11
18	65	72	7	11
30	65	72	7	11

Students	Average of the 1st – 5th scores	Average of the 6th – 10th scores	Total increase	% of the total increase
32	65	72	7	11
37	54	60	6	11
16	59	65	6	10
23	63	69	6	10
28	60	66	6	10
17	56	61	5	9
2	73	79	6	8
3	59	64	5	8
20	64	69	5	8
26	63	68	5	8
35	65	70	5	8
24	66	70	4	6
25	65	69	4	6
27	62	66	4	6
Average	63	72	9	14

The Average Scoring Method Ordered by Percentage of the Total Increase
Between the average of the 6th -10th and the 10th-13th scores

Students	Average of the 6th – 10th scores	Average of the 11th – 13th scores	Total increase	% of the total increase
38	110	172	62	56
19	124	175	51	41
14	60	83	23	38
21	71	98	27	38
11	61	83	22	36
18	72	96	24	33
31	79	104	25	32
8	69	90	21	30
10	79	102	23	29
23	69	88	19	28
6	81	103	22	27
22	71	90	19	27
7	70	88	18	26
35	70	88	18	26
16	65	81	16	25
20	69	86	17	25
34	73	91	18	25
13	67	83	16	24
26	68	84	16	24
30	72	89	17	24
32	72	88	16	22
29	72	87	15	21
39	73	88	15	21
40	67	81	14	21
1	75	90	15	20
24	70	84	14	20

Students	Average of the 6th – 10th scores	Average of the 11th – 13th scores	Total increase	% of the total increase
12	64	76	12	19
36	83	99	16	19
2	79	93	14	18
5	60	71	11	18
9	79	93	14	18
28	66	78	12	18
33	82	97	15	18
3	64	75	11	17
4	63	74	11	17
15	60	69	9	15
27	66	76	10	15
37	60	69	9	15
25	69	79	10	14
17	61	65	4	7
Average	72	90	18	24

APPENDIX F
The Data of Question Comprehension Rates (Raw Scores)

Question Comprehension Rates (Raw Sores)

Students	Level	Total Score (10 Full Score)														
		Pre	1	2	3	4	5	6	7	8	9	10	11	12	13	Post
1	2	8	9	10	9	9	10	9	9	9	10	10	10	10	10	9
2	3	7	8	9	9	9	9	9	9	9	9	9	9	9	9	9
3	3	6	8	9	9	10	9	9	9	10	10	9	9	10	9	10
4	3	8	9	9	10	10	9	9	9	10	9	9	10	10	9	10
5	3	8	9	8	9	10	10	9	9	9	9	9	9	9	9	9
6	4	7	8	9	10	9	9	9	9	10	9	9	9	8	10	10
7	4	7	9	8	9	10	8	9	9	9	10	9	8	9	9	10
8	4	8	9	9	10	10	9	10	9	9	9	10	9	9	10	10
9	4	7	8	8	9	9	9	9	9	9	9	9	10	9	9	10
10	4	6	7	8	9	8	8	10	9	9	10	9	10	8	9	9
11	4	7	7	8	8	9	8	8	9	9	7	8	9	9	8	9
12	4	8	8	9	8	9	9	10	8	9	8	9	10	9	9	10
13	4	7	6	8	8	9	8	8	9	7	9	8	9	8	10	9
14	4	7	7	8	9	8	8	9	9	8	9	10	8	9	9	9
15	4	6	7	8	8	8	8	9	9	7	9	8	7	7	8	8
16	4	7	7	8	9	9	9	9	9	9	9	9	9	9	9	9
17	4	6	7	8	7	8	8	7	9	7	8	7	8	8	7	8
18	5	6	7	9	9	9	9	9	9	9	9	9	9	9	9	9
19	5	7	7	9	9	7	8	9	10	9	9	10	8	9	8	9
20	5	7	7	8	9	7	8	9	9	7	8	9	8	9	9	8
21	5	8	7	8	9	8	8	10	9	10	9	9	10	8	9	9
22	5	9	8	9	8	9	8	9	10	9	9	9	10	10	9	9
23	5	7	8	9	9	8	7	9	8	8	10	9	8	9	10	9
24	5	7	8	8	9	8	7	8	8	7	8	9	8	8	8	9
25	5	7	8	9	8	8	9	10	9	10	9	8	8	10	9	9
26	5	7	8	9	8	8	9	7	8	9	10	9	10	9	9	9
27	5	8	8	9	8	9	9	10	10	9	10	8	9	10	9	10
28	5	7	6	7	8	8	9	8	9	8	8	9	8	7	8	8
29	5	8	8	9	10	10	9	10	9	9	10	8	9	10	10	9
30	6	8	8	9	8	7	9	8	8	8	9	8	8	7	8	8
31	6	8	8	9	10	8	9	9	9	10	9	8	9	10	9	10
32	6	7	8	7	7	8	8	9	9	8	9	8	8	9	8	9
33	6	9	9	10	10	8	10	10	9	8	10	10	9	8	10	10
34	6	7	9	8	8	10	8	8	9	9	9	10	9	8	8	9

Students	Level	Total Score (10 Full Score)														
		Pre	1	2	3	4	5	6	7	8	9	10	11	12	13	Post
35	6	8	9	10	9	9	9	10	9	9	10	10	9	8	10	10
36	6	8	9	8	8	10	9	10	9	8	9	10	8	9	10	10
37	6	7	8	7	6	7	7	8	9	7	8	8	9	7	7	8
38	6	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
39	6	9	8	9	9	9	9	9	9	9	9	9	9	9	9	9
40	6	7	6	6	7	8	7	7	8	6	7	8	8	7	8	7

APPENDIX G
The Thirteen Texts Including Pretest and Posttest Written within
the Vocabulary of 1,000 Words Level

Pretest : My animal at home

Each day as I return from school I meet my dog Pluto. His big eyes light up with joy. He shows his voice and runs into inform mother that I have come.

Pluto is a brown dog. My father gifted him to me last year. He loves to dig and drop little pieces of dog food in the garden; he takes it out and eats it. He is very good dog. No one can enter our house. He shows his voice so loudly that we all know there is someone walks along the road near the house but he doesn't do anything.

Most part of the day he sleeps and awakes at night to guard the house. He makes a good watchdog. He is a special dog. There is some water in our garden is his favorite playing. He is very happy whenever he feels hot and plays in the water. He loves to eat something that smells good.

My mother makes him some soup with bread every day. He loves special dog food. He is my best friend, and makes me happy all the time. I love my dog and he will be my best friend forever.

(180 words)

Test

1. What kind of animal does he have?
a. a dog b. a bear c. a bird d. a horse
2. What is the name of his animal?
a. Polo b. Pluto c. Pakky d. Paolo
3. What does he look like?
a. He has green eyes. b. He has many eyes.
c. He has big light up eyes. d. He has little eyes.
4. What did the dog put into the garden?
a. bones b. dog food c. sweet d. a little bird
5. When does he show his voice loudly?
a. Someone eats his bones. b. Someone enters to the house.
c. Someone walks along the road. d. Someone cooks food.
6. What does he do at night?
a. To sleep in the house b. To guard the house
c. To eat all night d. To go outside the house
7. What is his animal's special?
a. He is a big dog. b. He is a bad dog.
c. He is a slow dog. d. He is a good watchdog.

	<p>8. Why does he like to play in the water?</p> <p>a. He feels hot. b. He feels sleepy.</p> <p>c. He feels cold. d. He looks serious.</p> <p>9. Who makes him some food?</p> <p>a. my father b. my mother c. my friend d. my brother</p> <p>10. What is his food?</p> <p>a. soup with bread b. bread c. sweet d. fish</p>
Time Used =	Comprehension Rate = / 10

Text 1 : My Teacher	Test
<p>The name of my teacher is Miss Lily Young. She is a very kind old lady. She is about 50 years old. Miss Lily likes children very much, she teaches in science. She has a daughter and a son at home. Her children go to school and she helps them in their learning. She also has one dog at home.</p> <p>She tries to teach and give her children and students in the best. She does not get angry easily. If some students are slow to learn, she takes great trouble to explain all the lessons slowly so that all the students can understand the lessons well. Sometimes, she also brings</p>	<ol style="list-style-type: none"> What is the name of his teacher? <div> a. Lily b. Long c. Lee d. Lulu </div> What subject does Miss Lily teach? <div> a. Art b. Science c. English d. History </div> What is she like? <div> a. She is very kind. b. She is weak. c. She is fashionable. d. She is serious. </div> How old is she? <div> a. 24 years b. 45 years c. 40 years d. 50 years </div>

things into the class-room to explain in class. For example, one day she brought something as an animal to explain what an animal was. This makes her teaching very interesting.

Miss Lily sometimes takes all her students out for a visit to some interesting places. She believes that children could learn a lot by traveling. I am very proud of my teacher, Miss Lily.

(174 words)

5. How many children does she have?
a. 1 b. 2 c. 3 d. 4
6. If some students are slow to learn. What does she do?
a. She will give more homework.
b. She will tell their father and mother.
c. She will cry for them.
d. She will take great trouble to explain their learning
7. What does it make her teaching interesting?
a. people b. train c. flowers d. animal
8. What does Miss Lily sometimes take the students do?
a. reading books b. visiting some interesting places
c. going to other school d. buying some food
9. What does she believe that children could learn the most?
a. Reading b. Sleeping
c. Traveling d. Drawing
10. How do the students feel to Miss Lily?
a. happy b. proud c. bad d. excited

Time Used =

Comprehension Rate = / 10

(176 words)

1. What time does he get up?
 - a. At 6 o'clock.
 - b. At 6.30 o'clock.
 - c. At 7.00 o'clock.
 - d. At 7.30 o'clock.
2. How does he go to school?
 - a. By train
 - b. By walking
 - c. By car
 - d. By his friend's car.
3. How long does it take from his house to school?
 - a. about 1 hour
 - b. about 10 minutes
 - c. about 20 minutes
 - d. about 2 days
4. When does he come back home?
 - a. In the morning
 - b. At noon
 - c. In the afternoon
 - d. At night
5. What subject does he take after school?
 - a. English and art
 - b. Art and music
 - c. History and art
 - d. Science and art
6. Where does he do homework?
 - a. In the garden
 - b. In bedroom
 - c. In living room
 - d. At the library

	<p>7. What are his father and mother doing in the living room?</p> <p>a. playing games b. cleaning the room</p> <p>c. eating some food d. watching TV</p> <p>8. What does he do on weekends?</p> <p>a. go to art class b. go to music class</p> <p>c. go to dance class d. go to English class</p> <p>9. What are they going to do in rainy day?</p> <p>a. play with dog b. stay home</p> <p>c. go outside d. go bird watching</p> <p>10. What does his family like to do on weekends?</p> <p>a. go out for exercise b. go out for eating food</p> <p>c. go out for visiting their friend d. go out for buying some food</p>
Time Used =	Comprehension Rate = / 10

Text 3 : Describe a village you know well

I was born and grown up in a small village. My house is beside a beautiful river. My village is surrounded among big green trees. Most of the houses in the village are built of blue walls.

There is a clear and blue river on the right of the village. When I was young, I used to in the river with my friends. How can I forget the wonderful time on this river fishing or sailing a boat with my friends!

The most of villages live on farming. They get rich thanks to their fields and their ideas. Farming time is very busy and happy time of the year. During the farming, the villagers often get up very early in the morning. They cheerfully go to their plant-fields to work hard. My villagers are very friendly and helpful. My village is quite small but I like it very much because I was born and have grown up there and spent my happiest childhood among the simple and hard-working villagers who always feel happy to their land.

(173 words)

Test

1. I was born in
 - a. a rich village
 - b. a big village
 - c. a poor village
 - d. a small village
2. My village is surrounded among.....
 - a. small green trees
 - b. big green trees
 - c. big yellow trees
 - d. small yellow trees
3. The river is beside.....
 - a. my school
 - b. my friend's house
 - c. my house
 - d. the park
4. How does the river look like?
 - a. clear and blue
 - b. clear and black
 - c. smell bad and black
 - d. clear and colorful
5. What do they do at this river?
 - a. fishing and running
 - b. sleeping and watching
 - c. drawing and sailing
 - d. fishing and sailing
6. Who does he go sailing with?
 - a. father
 - b. sisters
 - c. friends
 - d. brothers

	<p>7. What do the villagers work the most?</p> <p>a. fishing b. making food c. teaching d. farming</p> <p>8. During farming time, the villagers often get up.....</p> <p>a. late b. early c. in the afternoon d. at night</p> <p>9. What kind of person are the villagers like?</p> <p>a. gentle and cheerful b. friendly and helpful</p> <p>c. quite and serious d. bad and not friendly</p> <p>10. During farming time, the villagers are very.....</p> <p>a. weak b. poor c. easy d. busy</p>
Time Used =	Comprehension Rate = / 10

<p>Text 4 : Favorite Season</p> <p>Everyone has their own special season. However, summer is the one season where you can enjoy the bright and sunny sky while doing things, where you do not even have to worry about doing homework or going to school</p> <p>Typically, the summer days are the longest and the summer nights are the shortest, this is one of the reasons why during summer everybody can do anything as much as possible. Summer is one of the seasons the</p>	<p>Test</p> <p>1. Which is his favorite season?</p> <p>a. fall b. summer c. winter d. rainy</p> <p>2. Why do the students not worry about homework?</p> <p>a. Because they cannot live in this town.</p> <p>b. Because they have to help their mother.</p> <p>c. Because they do not to go to school in summer.</p> <p>d. Because they are too old for studying.</p>
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students do not go to school for almost two months that makes it the favorite season for most people. This season is for having fun and enjoying the outside. However, most of students take free time to travel around town during the summer. It might sound interesting of most people but that's how most people spend my favorite season.

In conclusion, the bright sunny days, going fishing in the river, making something cold for eating and just feeling good is my way of summer and anyone else. Who knows, there are many ways for doing thing in summer.

(180 words)

3. Why during summer every body can do anything as much as possible?
 - a. Because in summer days are the longest.
 - b. Because in summer nights are the longest.
 - c. Because in summer days are shortest.
 - d. Because in summer nights are the shortest.
4. How long the students do not go to school in summer?
 - a. About two days
 - b. About three months
 - c. About two years
 - d. About two months
5. This season the most people like enjoying
 - a. outside the house
 - b. inside the house
 - c. in the hall
 - d. in the air
6. How is the weather in summer?
 - a. cold
 - b. windy
 - c. hot
 - d. rainy
7. What are the students going to do during summer?
 - a. finding works
 - b. going to school
 - c. traveling
 - d. singing songs

	<p>8. What do they like to do in the river?</p> <p>a. sailing a boat b. going exercise</p> <p>c. going fishing d. fixing a car</p> <p>9. When summer comes, people like to eat something.....</p> <p>a. cold b. hot c. sweet d. soft</p> <p>10. Why do we love summer?</p> <p>a. It is hot. b. It is cold.</p> <p>c. There are a lot of to do. d. It is difficult to do outside.</p>
Time Used =	Comprehension Rate = / 10

<p>Text 5 : My free time</p> <p>My name is Bob, I am a good boy. Normally I have a life the same as other people. I go to school in the morning, then come back home in the afternoon. If I have free time to do something. I like to painting pictures because it make me feel good. Actually I do not like to paint pictures about people, it is difficult. I like to paint pictures about animals, it is very easy and also I can learn about the names of animals.</p>	<p>Test</p> <p>1. What is his name?</p> <p>a. Bell b. Boy c. Big d. Bob</p> <p>2. What does he like to do in his free time?</p> <p>a. drawing b. painting c. selling pictures d. traveling</p> <p>3. What kind of pictures does he not like to paint?</p> <p>a. people b. nature c. animals d. flowers</p> <p>4. What kind of pictures does he like to paint?</p> <p>a. people b. nature c. animals d. flowers</p>
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Some day I have to go to learn more about painting with my teacher at the park. He lives near my house, sometimes he takes me go to his house for teaching painting. My painting pictures are quite beautiful; sometimes I will take my paintings to sell at the night market. My paintings are cheaper than others. It costs 3 \$ each. When I get money from selling I will take it to my mother. I feel happy because I can make money to my family. Moreover I have a dream when I grow up I want to be a famous artist.

(186 words)

5. Why he does not like to paint about people?
 - a. He thinks it is easy.
 - b. He thinks it is beautiful.
 - c. He thinks it is difficult.
 - d. He thinks it is not interesting.
6. Who teaches him painting?
 - a. His mother
 - b. His father
 - c. His brother
 - d. His teacher
7. Where does he take his paintings for selling?
 - a. at school
 - b. at the park
 - c. at the night market
 - d. in front of his house
8. How much does his painting cost?
 - a. 8 \$
 - b. 5 \$
 - c. 3 \$
 - d. 4 \$
9. When he gets money from selling his painting he will give it to.....
 - a. father
 - b. teacher
 - c. friend
 - d. mother
10. What does he want to be?
 - a. an artist
 - b. an officer
 - c. a doctor
 - d. a farmer

Time Used =

Comprehension Rate = / 10

Text 6 : My Party

Today is the day that I cannot forget when I age 10 years. All of my friends and relations come to enjoy my party.

The party starts about 6 o'clock in the evening. Everything is ready for everyone. I'm wearing a blue dress beautifully then I go to enjoy with them. When I see their faces I feel good because I think they may be happy in my party. After that everybody sing a song for me and I see a lot of presents on a table.

A few minutes, my father and mother give me something that makes me so surprised. They tell me "It's a kind of animal". They know I love animals. Then I hear some voice I suddenly know what is it. It is a little bird.

After that people at the party eat some food together happily. My brother plays music at the garden. Today I feel happy with their kinds. Finally I say "thank you" to my father, mother and everyone for the great party.

(170 words)

Test

1. How old is she?
a. 10 years b. 11 years c. 12 years d. 13 years
2. Who come to join with her party?
a. Her friends b. Her relations
c. Her father d. Her friends and relations
3. When does the party start?
a. at 5 o'clock b. at 6 o'clock
c. at 6.30 o'clock d. at 7 o'clock
4. How do people in the party feel?
a. happy b. bad c. serious d. not good
5. What do father and mother give her?
a. a bird b. a dog c. a ring d. a car
6. Who plays the music?
a. My friend b. My father
c. My mother d. My brother
7. Where does he play the music?
a. At the office b. In the garden
c. At the park d. In the house

	<p>8. Why do her father and mother give a bird for her?</p> <p>a. She is serious girl. b. She loves animals</p> <p>c. She likes playing sports. d. She loves reading.</p> <p>9. What is she wearing?</p> <p>a. a blue dress b. a white dress</p> <p>c. a red dress d. a yellow dress</p> <p>10. How does she feel today?</p> <p>a. bad b. serious</p> <p>c. happy d. terrible</p>
Time Used =	Comprehension Rate = / 10

<p>Text 7 : I love my House</p> <p>The house we are living is in a small town. We live here for ten years.</p> <p>This is a big house with a modern garden.</p> <p>My house has five rooms. They are air-conditioned and well-looking. The living-room is beautiful. Paintings by famous artists hang on the walls. At night, the color lights increase the beauty and clean of the room. On weekends my father spends his time planting flowers with me in the</p>	<p>Test</p> <p>1. Where do we live?</p> <p>a. In a big town b. In a small town</p> <p>c. In a rich town d. In a modern town</p> <p>2. How many rooms in my house?</p> <p>a. one b. five c. ten d. fifteen</p>
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garden. My mother and my sister are hard-working women. They often keep the house clean.

On some days of summer, we eat some food in the garden. It is very fine and quiet here. We enjoy eating our food with the voice of birds. On stormy and rainy nights all members are in the living-room, watching TV or telling each other about their life in each day. We have lived here for more than 10 years because it is the place where I was born and have grown up. I spend my life with the love and many sweet memories.

(173 words)

3. Who cleans the house?

- a. mother b. sister c. father d. mother and sister

4. When do we eat food in the garden?

- a. In summer b. In the morning
c. Every day d. In rainy day

5. What do we do together in the living room?

- a. sing a song b. watch TV
c. eat food d. draw pictures

6. What does father like to do on weekends?

- a. play game b. talk on the phone
c. fix car d. plant flowers

7. What animals do they have?

- a. dogs b. bears c. birds d. horses

8. How long have they lived in this house?

- a. one year b. twelve years
c. more than ten years d. ten years

9. How many people live together?

- a. one b. two c. three d. four

	<p>10. Why they love the house?</p> <p>a. It is beautiful. b. It is a place where they were born</p> <p>c. It is very modern. d. It is a small house.</p>
Time Used =	Comprehension Rate = / 10

<p>Text 8 : My school</p> <p>The name of my school is Oxford English School. It is in the middle of the town I live in. It is a very large school. My school is about 15 years. There are about 1,500 students here.</p> <p>The school buildings are old but very beautiful. There are four buildings The buildings are different with colors and styles. There are many classrooms in it. The school director is a middle-aged woman. She is a kind and very efficient lady. The teachers of my school are from many counties. They are English teachers the most. They are all very clever and hardworking teachers. They try to teach us with the best. All the students like them very much. Most of students like to study art, and sometimes they paint some pictures on the school's walls.</p> <p>During break time there are many students in my school, the</p>	<p>Test</p> <p>1. What is the name of school?</p> <p>a. Oxford English School b. London English School</p> <p>c. New York English School d. Thailand English School</p> <p>2. What is the size of school?</p> <p>a. It is small school. b. It is a medium school.</p> <p>c. It is not a big school. d. It is a large school.</p> <p>3. How old is the school?</p> <p>a. 5 years b. 15 years</p> <p>c. 50 years d. more than 50 years</p> <p>4. Who is the school director?</p> <p>a. The woman who is very young.</p> <p>b. The woman who is middle-aged.</p>
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library, the playground and the hall. Students may be learning in the library, playing in the playground or performing with great interest. We are very glade to be the students here.

(170 words)

c. The man who is very old.

d. The man who is middle-aged.

5. What is the school director like?

a. She is very serious.

b. She is very beautiful.

c. She is kind.

d. She is fashionable.

6. Where are the school's teachers from?

a. From famous country

b. From many different counties

c. From ancient land

d. From many farms

7. How many students in this school?

a. About 500 students

b. About 1,000 students

c. About 1,500 students

d. About 1,700 students

8. How many buildings are in the school?

a. five

b. four

c. three

d. two

9. The school's buildings are.....

a. old

b. new

c. short

d. colorful

10. What subject do most of students like to study?

a. English

b. art

c. science

d. history

Time Used =

Comprehension Rate = / 10

Text 9 : My Story

Hello! My name is Laura. I am seven years old now. I live with my father, mother and my brother. I am the youngest daughter in my family. I have one elder brother. His name is Mike. Every weekend I like to feed my fish and also I like to practice board games in my free time. It's very fun. I have one dog. My dog's name is Otto, he is very friendly. I like it so much. Last year when I was six years, my father and mother would give me many presents, and my brother would give me too. They buy some books for me every week. I have many books in my room. My father and mother are good teachers. My brother likes to talk with friends and read books. I want to help animals when I grow up. I'm studying in the 2nd level, at Ban Donhan School. I like to study art so much. There are a lot fun. I have one best friend, she is Pam. I like to go to school everyday.

(179 words)

Test

1. My name is.....
a. Lily b. Laura c. Lucy d. Larry
2. I am.....years old.
a. five b. six c. seven d. eight
3. I live with my.....
a. father b. sister c. brother d. family
4. How many people are there in her family?
a. four b. five c. six d. seven
5. I like to.....in my free time.
a. walk the dog b. water plants
c. play board games d. listen to music
6. What is my brother's name?
a. Macky b. Mike c. Michael d. Muddy
7. I want to.....in the future.
a. help animals b. catch fish
c. fix car d. help people without disease
8. What did they like to give me?
a. books b. birds c. rings d. dogs

	<p>9. What is my favorite subject?</p> <p>a. English b. Art c. Science d. Math</p> <p>10. Who is Pam?</p> <p>a. my teacher b. my sister</p> <p>c. my best friend d. my mother</p>
Time Used =	Comprehension Rate = / 10

<p>Text 10 : My sister</p> <p>Sarah is my older sister. She is fourteen years old, older than me two years. She is an enjoyable girl. In free time she likes to draw pictures, for example flowers and animals. She cannot draw about people. She is studying in a high school, in English Program. She likes to learn and speak English so much. During summer she always goes to another country to practice her language and make working experience. She has a lot of foreign friends but she has one best friend, her name is Kathy. After summer she has to come back home and study here in Thailand. She is very popular at school. Most of students in school know her well, because she is the leader of students. My sister wants to be a doctor in the future because she likes to help people without disease. Next summer</p>	<p>Test</p> <p>1. Sarah is.....</p> <p>a. a teacher b. a student c. an actor d. a doctor</p> <p>2. Sarah can draw.....</p> <p>a. people b. houses c. flowers d. buildings</p> <p>3. Sarah does not draw.....</p> <p>a. animals b. flowers c. people d. train</p> <p>4. Sarah probably also draw.....</p> <p>a. fish b. animals c. river d. human</p> <p>5. What does Sarah look like?</p> <p>a. She looks strong. b. She looks beautiful.</p> <p>c. She looks enjoyable. d. She looks serious.</p>
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<p>she will go to Singapore to study in a short course. I think she is the great student. I am glad to have you to be my sister.</p> <p>(173 words)</p>	<p>6. What subject does she like to learn most?</p> <p>a. Science b. Art c. History d. English</p> <p>7. When does she usually go to another country for studying?</p> <p>a. In summer b. In rainy season</p> <p>c. On weekends d. Tomorrow</p> <p>8. Why do most of students know her well?</p> <p>a. She is a teacher. b. She is the leader.</p> <p>c. She is friendly. d. She is a bad girl.</p> <p>9. Why does she go to another country for studying?</p> <p>a. She wants to tr</p> <p>b. She wants to visit her friends.</p> <p>c. She wants to practice English language.</p> <p>d. She wants to make money.</p> <p>10. What does she want to be in the future?</p> <p>a. a teacher b. an office worker</p> <p>c. an artist d. a doctor</p>
<p>Time Used =</p>	<p>Comprehension Rate = / 10</p>

Text 11 : My little brother

My brother is Bob, he is eight years old. He is the youngest person in my family. He studies in level three. Bob is younger than me 7 years. Bob likes to eat fish very much. He can eat every kind of fish. He doesn't like sweets. He is short; moreover he is shortest boy in a class. He doesn't remain still. He is an active boy. He is different from me. I am a quiet person.

On weekends he usually goes to travel around the village with friends for fishing in the river. Then he and his friends go birds watching. He is very good on traveling. He really enjoys playing outside very much. Every after school he always do homework by himself. His favorite subject is science. He wants to be a teacher in the future the same as our mother. However I think he is a good boy and I love him so much.

(160 words)

Test

1. Bob is.....
 - a. my sister
 - b. my father
 - c. my mother
 - d. my brother
2. How old is Bob?
 - a. six
 - b. seven
 - c. eight
 - d. nine
3. What does he like to eat?
 - a. sweets
 - b. fruits
 - c. bread
 - d. fish
4. He doesn't like to eat.....
 - a. sweets
 - b. fruits
 - c. bread
 - d. fish
5. Who is the shortest boy in his class?
 - a. His friend
 - b. His teacher
 - c. Bob
 - d. His mother
6. When do Bob and his friends go to travel around the village?
 - a. Tomorrow
 - b. Yesterday
 - c. Today
 - d. On weekends
7. Why do they go to the river?
 - a. For playing game
 - b. For fishing
 - c. For running
 - d. For drawing

	<p>8. What does he do every after school?</p> <p>a. read books b. go exercise</p> <p>c. do homework d. draw pictures</p> <p>9. What is his favorite subject?</p> <p>a. Art b. History c. English d. Science</p> <p>10. What does he want to be in the future?</p> <p>a. a doctor b. an artist c. a teacher d. an actor</p>
Time Used =	Comprehension Rate = / 10

<p>Text 12 : My new friend</p> <p>When the school re-opens after the mid-year school holidays. This year we are studying in level 3we are so excited for meeting many old friends. But today is a special day, we have a new friend. Her name is Paula and she moved here with her family. She is from another town. She does not have any brothers or sisters.</p> <p>The class is so excited for something newer and I am too because</p>	<p>Test</p> <p>1. Why is today special?</p> <p>a. Because we have a new teacher.</p> <p>b. Because we have a new subject.</p> <p>c. Because we have a new friend.</p> <p>d. Because we have a new school.</p> <p>2. Who is the new friend?</p>
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she sits next to me. We are studying in level two. My teacher tells us to make her feel free with us. Paula is a cheerful-looking girl. She is a sport girl; she runs fast and also loves running the most. Soon we become very good friends because of our common interest in sports. We never run out of topics to talk about. We have lots of fun together. We like to go to the park for exercise in the evening. I help Paula with the English language while she helps me out with science. She is glad to join our class and we are glad to have her as a new friend.

(185 words)

- a. Lila b. Paula c. Helen d. Wendy
3. Who does Paula live with?
- a. Her friend b. Her father
c. Her mother d. Her family
4. What level are they study in?
- a. Level 1 b. Level 2 c. Level 3 d. Level 4
5. What is Paula like?
- a. She is serious girl. b. She is a poor girl.
c. She is a bad girl. d. She is a cheerful girl.
6. How many brothers or sisters does Paula have?
- a. one sister b. two sisters
c. no d. one brother and one sister
7. What kind of sport does she like?
- a. running b. playing ball c. horse riding d. sailing boat
8. Why do they become good friends?
- a. Because they like sports.
b. Because they like eating.
c. Because they like drawing picture.
d. Because they like studying art.

	<p>9. When do they go to the park for exercise?</p> <p>a. In the morning b. At noon c. In the evening d. At night</p> <p>10. What subject does he teach to Paula?</p> <p>a. History b. Science c. Art d. English</p>
Time Used =	Comprehension Rate = / 10

<p>Text 13 : My friend</p> <p>Dan is a good boy. He's my best friend. He walks up early at six o'clock. My house is next to his house. Dan lives with his father and mother. His father and mother work at the office. He has one younger sister. Dan has a dog; his dog's name is Spot. It is a dog with black point in his body. He likes to walk the dog in the morning after that we go to school together everyday.</p> <p>We are studying in the same class. At school we study hard and during break time we like to go to the library for reading books. After school we go to running practice then I ride a horse. When we come home, Dan comes to my house to do homework every day. He helps me</p>	<p>Test</p> <p>1. What does he like to do in the morning?</p> <p>a. walk the dog b. help the animals</p> <p>c. go exercise d. go swimming</p> <p>2. How many people are there in Dan's family?</p> <p>a. three b. four c. five d. six</p> <p>3. When do they go to running practice and horse riding?</p> <p>a. Before school b. After school</p> <p>c. During break time d. In the morning</p> <p>4. How old is Dan now?</p> <p>a. 10 b. 11 c. 12 d. 13</p>
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for science. Then we play a game together before he goes back home. I am very happy to have a good friend like Dan. Now I am 10 years old but Dan is older than me 1 year. I hope we will be good friend forever.

(180 words)

5. Where do his father and mother work?

- a. school b. park c. office d. library

6. During break time at school where do they like to go?

- a. garden b. park c. office d. library

7. What animal does he have?

- a. a fish b. a bird c. a dog d. a bear

8. Why does Dan come to his friend house every day?

- a. To make some food b. To watch TV
c. To do homework d. To eat food

9. What subject does Dan help to teach me?

- a. history b. English c. art d. science

10. How many sisters does he have?

- a. one b. two c. three d. four

Time Used =

Comprehension Rate = / 10

Posttest : My animal at home

Each day as I return from school I meet my dog Pluto. His big eyes light up with joy. He shows his voice and runs into inform mother that I have come.

Pluto is a brown dog. My father gifted him to me last year. He loves to dig and drop little pieces of dog food in the garden; he takes it out and eats it. He is very good dog. No one can enter our house. He shows his voice so loudly that we all know there is someone walks along the road near the house but he doesn't do anything.

Most part of the day he sleeps and awakes at night to guard the house. He makes a good watchdog. He is a special dog. There is some water in our garden is his favorite playing. He is very happy whenever he feels hot and plays in the water. He loves to eat something that smells good.

My mother makes him some soup with bread every day. He loves special dog food. He is my best friend, and makes me happy all the time. I love my dog and he will be my best friend forever.

Test

1. What kind of animal does he have?
a. a dog b. a bear c. a bird d. a horse
2. What is the name of his animal?
a. Polo b. Pluto c. Pakky d. Paolo
3. What does he look like?
a. He has green eyes. b. He has many eyes.
c. He has big light up eyes. d. He has little eyes.
4. What did the dog put into the garden?
a. bones b. dog food c. sweet d. a little bird
5. When does he show his voice loudly?
a. Someone eats his bones.
b. Someone enters to the house.
c. Someone walks along the road.
d. Someone cooks food.
6. What does he do at night?
a. To sleep in the house b. To guard the house
c. To eat all night d. To go outside the house

(180 words)	<p>7. What is his animal's special?</p> <p>a. He is a big dog. b. He is a bad dog.</p> <p>c. He is a slow dog. d. He is a good watchdog.</p> <p>8. Why does he like to play in the water?</p> <p>a. He feels hot. b. He feels sleepy.</p> <p>c. He feels cold. d. He looks serious.</p> <p>9. Who makes him some food?</p> <p>a. my father b. my mother c. my friend d. my brother</p> <p>10. What is his food?</p> <p>a. soup with bread b. bread c. sweet d. fish</p>
Time Used =	Comprehension Rate = / 10

ANSWER KEY**PRETEST**

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. B | 3. C | 4. B | 5. C |
| 6. B | 7. D | 8. A | 9. B | 10. A |

TEXT 1

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. B | 3. A | 4. D | 5. B |
| 6. D | 7. D | 8. B | 9. C | 10. B |

TEXT 2

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. B | 3. C | 4. B | 5. A |
| 6. B | 7. D | 8. C | 9. B | 10. B |

TEXT 3

- | | | | | |
|------|------|------|------|-------|
| 1. D | 2. B | 3. C | 4. A | 5. D |
| 6. C | 7. D | 8. B | 9. B | 10. D |

TEXT 4

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. C | 3. A | 4. D | 5. A |
| 6. C | 7. C | 8. C | 9. A | 10. C |

TEXT 5

- | | | | | |
|------|------|------|------|-------|
| 1. D | 2. B | 3. A | 4. C | 5. C |
| 6. D | 7. C | 8. C | 9. D | 10. A |

TEXT 6

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. D | 3. A | 4. A | 5. A |
| 6. D | 7. B | 8. B | 9. A | 10. C |

TEXT 7

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. B | 3. D | 4. A | 5. B |
| 6. D | 7. D | 8. C | 9. D | 10. B |

TEXT 8

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. D | 3. B | 4. B | 5. C |
| 6. B | 7. C | 8. B | 9. A | 10. B |

TEXT 9

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. C | 3. D | 4. A | 5. C |
| 6. B | 7. A | 8. A | 9. B | 10. C |

TEXT 10

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. C | 3. C | 4. B | 5. C |
| 6. D | 7. A | 8. B | 9. C | 10. D |

TEXT 11

- | | | | | |
|------|------|------|------|-------|
| 1. D | 2. C | 3. D | 4. A | 5. C |
| 6. D | 7. B | 8. C | 9. D | 10. C |

TEXT 12

- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. B | 3. D | 4. C | 5. D |
| 6. C | 7. A | 8. A | 9. C | 10. D |

TEXT 13

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. B | 3. B | 4. B | 5. C |
| 6. D | 7. C | 8. C | 9. D | 10. A |

ANSWER KEY**The Vocabulary Test : 1,000 Words Level (Test A)**

1. T	21. T
2. T	22. T
3. N	23. T
4. T	24. T
5. T	25. T
6. T	26. T
7. T	27. T
8. N	28. T
9. N	29. N
10. N	30. N
11. T	31. T
12. T	32. T
13. T	33. N
14. N	34. N
15. N	35. N
16. N	36. N
17. T	37. N
18. T	38. N
19. T	39. T
20. N	40. T

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