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THE IMPLEMENTATION OF LEARNING-ORIENTED READING ASSESSMENT TO ENHANCE SECONDARY SCHOOL STUDENTS' ENGLISH READING ABILITY

Miss Rinthip Chongsomboon

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Teaching English
as a Foreign Language
Department of Curriculum and Instruction
FACULTY OF EDUCATION
Chulalongkorn University
Academic Year 2022
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การใช้การประเมินการอ่านแบบเน้นการเรียนรู้ในชั้นเรียนเพื่อส่งเสริมความสามารถในการอ่านภาษาอังกฤษของนักเรียนมัธยมศึกษา

น.ส.รินทิพย์ จงสมบูรณ์

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน
คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2565

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	THE IMPLEMENTATION OF LEARNING-ORIENTED READING ASSESSMENT TO ENHANCE SECONDARY SCHOOL STUDENTS' ENGLISH READING ABILITY
By	Miss Rinthip Chongsomboon
Field of Study	Teaching English as a Foreign Language
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รินทิพย์ จงสมบูรณ์ : การใช้การประเมินการอ่านแบบเน้นการเรียนรู้ในชั้นเรียนเพื่อส่งเสริมความสามารถในการอ่านภาษาอังกฤษของนักเรียนมัธยมศึกษา. (THE IMPLEMENTATION OF LEARNING-ORIENTED READING ASSESSMENT TO ENHANCE SECONDARY SCHOOL STUDENTS' ENGLISH READING ABILITY) อ.ที่ปรึกษาหลัก : ผศ. ดร.อาภัสรา ชินวรรโณ

งานวิจัยนี้มีจุดประสงค์เพื่อศึกษาผลของการใช้การประเมินความสามารถในการอ่านแบบเน้นการเรียนรู้ที่มีต่อความสามารถในการอ่านภาษาอังกฤษและการรับรู้ของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 4 เป็นระยะเวลา 11 สัปดาห์ โดยมีกลุ่มตัวอย่างประกอบด้วยนักเรียนทั้งหมด 67 คน แบ่งเป็นกลุ่มทดลอง 32 คนและกลุ่มควบคุม 35 คน กลุ่มทดลองเรียนรู้การอ่านภาษาอังกฤษด้วยการใช้การประเมินความสามารถในการอ่านแบบเน้นการเรียนรู้ ในขณะที่กลุ่มควบคุมเรียนด้วยวิธีการอ่านทั่วไป ข้อมูลเชิงปริมาณได้มาจากคะแนนแบบทดสอบความสามารถในการอ่านก่อนและหลังเรียนของนักเรียน จากนั้นนำมาวิเคราะห์ด้วย Mann-Whitney U-test สำหรับข้อมูลระหว่างกลุ่มและ the Wilcoxon Signed Ranks Test สำหรับข้อมูลภายในกลุ่ม ข้อมูลเชิงคุณภาพได้มาจากแบบสอบถามและการสัมภาษณ์กึ่งโครงสร้าง ซึ่งสำรวจการรับรู้ของนักเรียนในองค์ประกอบของการใช้การประเมินความสามารถในการอ่านแบบเน้นการเรียนรู้ ได้แก่ งาน แบบทดสอบ การสังเกตของครู การให้ผลป้อนปลับ และการออกแบบใหม่ ข้อมูลเชิงคุณภาพจากแบบสอบถามถูกคำนวณหาค่าเฉลี่ยและประกอบกับข้อมูลจากการสัมภาษณ์กึ่งโครงสร้างที่ถูกถอดคำพูดและรายงาน

ผลการทดลองพบว่าคะแนนของนักเรียนที่ทำแบบทดสอบความสามารถในการอ่านภาษาอังกฤษก่อนและหลังการทดลองเพิ่มขึ้นอย่างมีนัยสำคัญ ($z = -2.24$, $p = .025$) อย่างไรก็ตาม เมื่อเปรียบเทียบคะแนนหลังเรียนระหว่างกลุ่มทดลองและกลุ่มควบคุมพบว่าไม่มีความแตกต่างอย่างมีนัยสำคัญ ($z = -0.30$, $p = .76$) ในสำหรับข้อมูลจากการสำรวจการรับรู้ของนักเรียนที่มีต่อการใช้การประเมินความสามารถในการอ่านแบบเน้นการเรียนรู้พบว่าค่าเฉลี่ยอยู่ที่ระหว่าง 4.03-4.16 จาก 5 ซึ่งสามารถตีความได้ว่านักเรียนเห็นด้วยว่าการใช้การประเมินความสามารถในการอ่านแบบเน้นการเรียนรู้ช่วยพัฒนาทักษะการอ่านของนักเรียน เมื่อประกอบกับข้อมูลที่ได้จากการสัมภาษณ์กึ่งโครงสร้างที่ให้ข้อมูลและรายละเอียดเพิ่มเติมพบว่าการใช้การประเมินความสามารถในการอ่านแบบเน้นการเรียนรู้เป็นวิธีมีกระบวนการที่ช่วยส่งเสริมการพัฒนาความสามารถในการอ่าน เนื่องจากมีการเปิดโอกาสให้ผู้เรียนมีส่วนร่วมในการประเมินการอ่านและติดตามการเรียนรู้ของตัวเอง

สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ	ลายมือชื่อนิสิต .....
ปีการศึกษา	2565	ลายมือชื่อ อ.ที่ปรึกษาหลัก .....

6388510427 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE
KEYWORD: LEARNING-ORIENTED READING, READING ABILITY, READING ASSESSMENT, PERCEPTION

Rinthip Chongsomboon : THE IMPLEMENTATION OF LEARNING-ORIENTED READING ASSESSMENT TO ENHANCE SECONDARY SCHOOL STUDENTS' ENGLISH READING ABILITY. Advisor: Asst. Prof. APASARA CHINWONNO, Ph.D.

This study investigated Grade 10 students' English reading ability and perception after the implementation of learning-oriented reading assessment (LORA). The participants were 67 students studying in Grade 10. 32 Students were in an experimental group and 35 students were assigned as the control group. The study was in a period of 11 weeks which the experimental group received LORA intervention. Whereas the controlled group participated in general reading lessons. The quantitative data was collected through reading test (pretest and posttest) through the pre-implementation and post-implementation of LORA. The posttest scores of both groups were compared using Mann-Whitney U-test. Moreover, the pretest and posttest scores of the experimental group were compared using the Wilcoxon Signed Ranks Test. The qualitative data was collected from selected participants from the experimental group through the questionnaire and the semi-structured interview. They were aimed to observe students' perception toward task, test, teacher's observation, feedback, and redesign aspects in LORA. The result from the questionnaire was interpreted using the means and standard deviations, and the result from semi-structured interview was transcribed and reported through thematic analysis.

The findings revealed that there was a statistically significant difference between students' English reading ability pretest and posttest scores in the experimental group ($z = -2.24$, $p = .025$). However, there was no statistically significant difference between posttest score of the experimental group and posttest score of the controlled group ($z = -0.30$, $p = .76$). Students' perception for each aspect of LORA from questionnaire had a mean score between 4.03-4.16 which was interpreted that students agree that LORA helped improved their reading ability. The qualitative data gained from the semi-structured interview provided more insights and details on students' perception. Based on the findings, reading ability improvement through LORA should be encouraged, as it involves processes that allows students to engage in the assessment and tracks their learning that benefits their reading ability.

Field of Study:	Teaching English as a Foreign Language	Student's Signature .....
Academic Year:	2022	Advisor's Signature .....

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to the following individuals and organizations who have played a crucial role in the completion of this thesis.

First and foremost, I am indebted to my thesis advisor, Assistant Professor Apasara Chinwonno, Ph.d., for her invaluable guidance, support, and encouragement throughout the entire research process. Their expertise, patience, and insightful feedback have been instrumental in shaping this work. I am truly grateful for her mentorship and the countless hours she dedicated to reviewing my progress and providing constructive criticism.

I would like to extend my sincere appreciation to both of my thesis committees, Assistant Professor Maneerat Ekkayokkaya, Ph.D. and Assistant Professor Tipamas Chumworatayee, Ph.D. Their expertise and scholarly input have significantly enriched this research, and I am grateful for their valuable suggestions and feedback.

My gratitude is extended to all the experts who provided valuable suggestions, and their expertise helped shape the instrument of this research. Many thanks go to all students from Prasarnmit Demonstration School (Secondary) who participated in the study, and also my supportive colleagues at the school.

I would also like to express my gratitude to all TEFL program instructors and my friends from the program for their precious support and encouragement throughout this journey.

I am grateful to the Faculty of Education, Chulalongkorn University for providing the necessary resources for conducting this research. Also, the faculty's staffs have been extremely helpful and accommodating.

Lastly, I would like to express my heartfelt appreciation to my family. Their unwavering love, understanding, and encouragement have been my constant source of motivation. Their belief in my abilities and their sacrifices have made this achievement possible, and for that, I am forever grateful.

Rinthip Chongsomboon

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CHAPTER 1
INTRODUCTION

This chapter provides an overview of the study of students studying in English reading classes where the learning-oriented assessment is implemented. The chapter begins with the background and details in which the context this study is conducted, and then followed by the statement of the problem. Research objectives and research questions are provided, together with scope of the study, definition of terms, and significance of the study.

1.1 Background of the Study

It is undeniable that assessment plays a vital role in teaching and learning as it suggests teachers, students, or any other stakeholders on how the improvement can be executed. In the same manner, in reading classes, how reading is assessed should be focused (Grabe, 2009). Reading comprehension assessment had been evolving from the past decades and it was redefined and shifted towards the authenticity of the tasks and the reflection of how students read. Moreover, the emphasis was not only on the assessment but also on how to teach reading to increase comprehension (Cervetti, 2019). Similarly, the study by Grabe and Jiang (2013) revealed that standardised-assessment tests or classroom-based assessment were regularly used in school. It was claimed that classroom-based assessment provided students with benefits from feedback and the realisation of their learning progress, not only the learning results. Grabe (2009) also stated that classroom-based assessment provided the opportunities for teachers to apply different tasks and observation of their students. Moreover, it equipped students with the chance to perform students' self-assessment that was also an effective method to enhance their learning.

Learning-oriented assessment (LOA) was the term first introduced by Carless (2007). It was defined as the assessment that put the initial emphasis on effective learning processes of the students. Later in 2015, Carless proposed the primary LOA model, and it involved three aspects: learning-oriented assessment task, developing evaluative expertise, and student engagement with feedback. Cambridge English (2013) used the term 'Language Oriented Assessment', with capital letters, to refer to

the assessment that combined both formal and classroom assessments. To clarify, Cambridge English's Language Oriented Assessment's cycle comprised performance, observation, interpretation, and feedback. It was also stated that students' role was clear in LOA as they accounted for their own learning and engaging in feedback (Cambridge English, 2013; Carless, 2015; Jones & Saville, 2016; Zeng et al., 2018). Jones and Saville (2016) proposed the systemic model of LOA that emphasised how micro-level or classroom assessment and macro-level or assessment policy were aligned. The model in the micro-level allowed teachers to monitor and affirm that the assessment occurred in classes enabled students to achieve standardised goals.

Considering the call for changes in assessment, the positive effects of LOA, and the limitation of knowledge gained from reading classes in Thailand, this study aimed to investigate how LOA affected Grade 10 students' reading and what students' perceptions were as they played crucial roles in this assessment.

1.2 Statement of the Problem

Learning-oriented assessment (LOA) is the assessment emphasising on students' learning processes (Carless, 2015). It also enhanced students' assessing skills so that they knew the goals of their learning (Christison, 2018). Similarly, Jones and Saville (2016) stated that students could track their reading performance when LOA was implemented. As suggested in Brown (2016), assessment provided positive washback in both teaching and learning, and it was not only assigning grades or making judgement about students. In the same way, continuous assessment was also suggested as an effective method to promote authentic use of language according to Todd et al. (2021) who surveyed 329 both primary and secondary teachers in Thailand.

In this study, the normal context was that assessments were midterm and final examinations. Students were tested on their vocabulary from the reading passages after the lessons; however, they lacked involvement in giving and receiving feedback or utilizing self-assessment. As a result, it could be seen that the regular assessments did not focus on learning processes, and the chances to investigate their reading ability were limited. The previous studies of LOA were conducted in different English skills (Almaki, 2019; Kim & Kim, 2017; Ma, 2021; May et al., 2020; Navaie, 2018;

Wicking, 2018; Yang, 2020) and revealed the positive results of LOA. However, only few studies were conducted to explore its effects on reading. The study conducted by Viengsang and Wasanasomsithi (2022) with undergraduate students' reading ability using LOA was claimed as effective as LOA was implemented. It is obvious that the context in which this research was conducted in secondary school can fill the gap of the effects of LOA on reading of secondary level students and students' perception towards this method as well. Consequently, this study explored this area and aimed to find whether LOA was possible to be applied at a secondary level or not.

1.3 Objectives of the Study

The objectives of the implementation of this study are:

1) To investigate how secondary school students improve English reading ability after implementing learning-oriented reading assessment (LORA).

2) To explore secondary school students' perceptions after implementing learning-oriented reading assessment (LORA).

1.4 Research Questions

The research questions of this study are as follows:

1) To what extent do secondary school students improve English reading ability after implementing learning-oriented reading assessment (LORA)?

2) What are secondary school students' perceptions after implementing learning-oriented reading assessment (LORA)?

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1.5 Statement of Hypothesis

The previous studies on learning-oriented assessment (LOA) have shown the positive results students' improvement in various English skills and perceptions on learning (Baker et al.,2020; Kim and Kim, 2017; Ma, 2021; Navaie, 2018; Yang 2020). Also, the study by Viengsang and Wasanasomsithi (2022) revealed that LOA had a positive effect on reading skills. Therefore, the hypothesis was tested, and the hypothesis of this study was that students' posttest mean score is statistically significantly higher than their pretest mean score at 0.05 level after the implementation of LORA.

1.6 Scope of the Study

1) Participants in this study included 67 students studying in Grade 10 at Prasarnmit Demonstration School (Secondary) located in Bangkok, Thailand. There are 32 participants from the experimental group, and there are 35 participants from the controlled group. Students' age ranges from 16 to 17 years old. Students study in Japanese major and Chinese major, and their English abilities are mixed, and they have different background as they came from different lower secondary schools.

2) Variables included the independent variable (IV): learning-oriented reading assessment (LORA), and the dependent variables (DVs): students' English reading ability and perception towards learning-oriented reading assessment (LORA).

1.7 Definition of Terms

1) Learning-oriented reading assessment (LORA), in this study, is the assessment that includes five aspects: task, test, teacher's observations, feedback, and redesign adapted from Jones and Saville's (2016) learning-oriented assessment model. The details of each aspect of LORA are as follows:

- Task in this study refers to the reading tasks that allow students to identify the meanings of vocabulary, identify main ideas, recognize structure, interpret meanings or make inferences, and identify author's purpose through reading various texts designed as the assessment tasks where students are equipped with self-assessment and peer-assessment, and given feedback.

- Test refers to the reading tests that are used within the lessons and at the end of each unit. The test aims to assess students' ability to identify vocabulary's meanings, identify main ideas, recognize text structure, interpret text meanings or make inferences, and identify author's purpose. The test in this study is designed to facilitate learning and promote students' improvement through feedback from the test results.

- Teacher's observation refers to the observation of students' performance in the class and aims to provide students with feedback. Teacher uses a checklist and note taking techniques to record students' behaviors during the implementation of LORA.

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- **Feedback** refers to the comment students receive from teacher or peers that aim to promote learning and improvement. Students use provided self- and peer-evaluation forms to give feedback. Immediate feedback is provided during the observation, while teacher gathers feedback from observation checklists and notes, and inform students' progress in the next lessons.

- **Redesign** is the task and the test that are adjusted according to students' performance in the previous lessons. It aims to promote positivity in learning and to facilitate students with mixed English reading ability.

2) Reading ability in this study refers to the ability to identify the meanings of vocabulary, identify main ideas, recognize text structure, interpret text meanings or make inferences, and identify author's purpose (Grabe and Jiang, 2013; Afflerbach et al., 2018) and it is assessed through the reading test.

3) Students in this study refers to the participants students studying in Grade 10 at Prasarnmit Demonstration School (Secondary) located in Bangkok, Thailand. This includes 32 students from the experimental group and 35 students from the controlled group.

4) Students' perceptions in this study refer to how students perceive the assessment (Mussawy, 2009) in the aspects of task, test, teacher's observation, feedback, and redesign when LORA is implemented in the reading class as the framework developed from Jones and Saville's (2016) model. They are observed using five-Likert scale questionnaire and semi-structured interview (Alokozaya, 2022 & Phongsirikul, 2018).

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1.8 Significance of the Study

This study aimed to investigate LOA on English reading of Grade 10 students and their perceptions using the framework adapted from Jones and Saville (2016) as seen in Figure 1.1. For the task and the test, they were designed by the teachers to promote real-world practice in reading. Teacher had the main roles to observe, take note, record, and convey feedback to students. Students completed the task, involved in feedback, and evaluated themselves. Considering the effectiveness of LOA (Zeng et al., 2018), knowledge gained from this study has great importance for guiding teachers in designing assessment tools and shifting assessment to the more learning

promoting method. As it was claimed in Saville (2021), there was difficulty regarding the implementation of LOA because the various needs of stakeholders as cited in Gebril (2021). As a result, this study can be used a guideline toward the implementation of LOA in secondary school reading classes. Moreover, students' opinions gained from the study can be beneficial to teachers who want to adopt this method in the future.

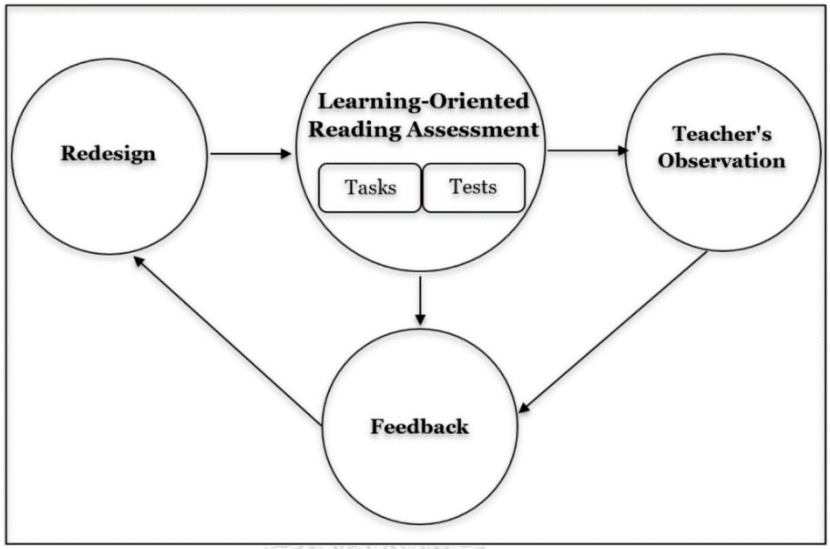

Figure 1.1 LORA Framework of this study (adapted from Jones and Saville, 2016)

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1.9 Overview of the Study

The study investigated how learning-oriented reading assessment (LORA) enhanced students' reading ability and their perception towards LORA. The study includes five chapters.

Chapter 1 introduces the background of the study, the problem, the objectives, research questions, hypothesis, scope of the study, definition of terms, and significance of the study.

Chapter 2 provides the review of related literatures which include LOA, reading ability, and perceptions on assessment. Then a summary and the conceptual framework of the relevant studies are presented.

Chapter 3 presents research methodology of this study. It includes research design, research instruments, research procedures, data collection, and data analysis.

Chapter 4 presents the findings of this study and research questions are answered.

Chapter 5 provides the results of this study which includes discussions, implications, and recommendations for further studies.

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CHAPTER 2
REVIEW OF THE LITERATURE

The objectives of this study are to investigate how the implementation of learning-oriented reading assessment (LORA) affects secondary school students' English reading ability and their perceptions towards the implementation of learning-oriented assessment. Therefore, this chapter provides the reviews of literature and relevant studies. The topics provided are as follows:

2.1 Learning-oriented assessment

2.2 Reading ability

2.3 Reading assessment

2.1 Learning-oriented Assessment

2.1.1 Definition of Learning-oriented Assessment

Learning-oriented assessment (LOA) was the term first used by Purpura (2004) in the field of language testing as cited in Gebril (2021), and then Carless (2007) defined it as the assessment that focused on learning aspects. It was explained as the assessment that promoted learning process, engaged students in high cognition activities and evaluation, and provided rooms for feedback exchanges in order that students knew their proficiency (Carless, 2015). Similarly, Jones and Saville (2016) used the term 'Learning Oriented Assessment' to refer to the assessment that enhanced learning, and the key features were proposed in this study including equipping learners with feedback, engaging learners in learning, using assessment results to adapt teaching, paying attention to learners' motivation as a result of assessment, and learners being able to assess themselves. Moreover, it was stated that LOA showed the connection between large-scale assessment and classroom assessment by having learning evidence conveyed to students. LOA was perceived as the combination of assessment as learning (AaL), assessment for learning (AfL), and assessment of learning (AoL). It was claimed to be an important part of learning and development, and also promoted students' self-directedness (Zeng et al., 2018). The basic principle of LOA was provided in Farhady (2021) which shared some similarities with the aforementioned studies. According to Farhady (2021), LOA

allowed teachers to use data gathered from feedback or what they gained from observing students, and LOA combined both summative and formative assessments. To clarify, summative assessment was implemented in order to investigate how students made an achievement in their leaning, whereas formative assessment helped inform students about the area they would need to improve. Saville (2021) stated that the objectives of the tasks, scaffolding, observation, and feedback were frequently mentioned in learning-oriented assessment. It was also established from the assessment that gave importance to learning processes and learning outcomes as cited in Gebril (2021).

All in all, considering all the definitions from the previous studies, LOA was refered to the assessment approach that its goal was to promote learning, and it focused on students' learning progress by making use of feedback and students' self-evaluation. As the aim of this study was to investigate the implementation of LOA in reading ability, the LOA of this study was called as learning-oriented reading assessment (LORA) to talk about reading specifically.

2.1.2 Learning-oriented Assessment Framework

The following paragraphs discuss learning-oriented assessment (LOA) frameworks proposed by previous researchers.

Carless (2007; 2015) proposed three strands of LOA. The first and foremost element was learning tasks which were, in the study, used as assessment tasks. The characteristics of the tasks should be that they promoted learning sustainability and real-world application. Next, in order to set the learning goals, students needed to participate in assessment and evaluate themselves. Last, feedback was perceived as the important element among three strands, and it could come from both teachers and peers. The model was adjusted in 2015 to make the three strands connected (as seen in Figure 2.1) below which consisted of learning-oriented tasks, developing evaluative expertise, and student engagement with feedback, not just single distinct elements as it had been previously presented. To elaborate, the tasks themselves enabled students to associate with self-evaluation and students were able to critically evaluate their tasks by having evaluative expertise. Moreover, the tasks that were levelled or staged allowed students to practise giving and receiving feedback. Later in Carless and Boud's study (2018), it was stated that students used information or feedback to

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develop their work or learning strategies. Feedback could be perceived as communication between students and teachers or one-way communication as students tried to make sense of the information they had received.

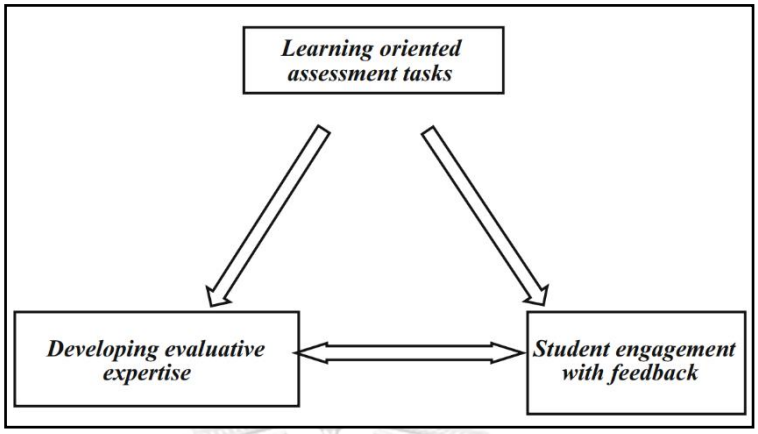

Figure 2.1 A model of learning-oriented assessment (Carless, 2015)

Cambridge English (2013) provided details of LOA in practice as seen in Figure 2.2. The cycle began with the teachers set learning objectives, then the course was delivered to the class. While activity was implemented, teachers made an observation, and recorded mentally what they had observed. After that, teachers decided what to modify to facilitate learners. Teachers could keep a structured record about learners' progress or difficulties they encountered. The benefits of LOA helped teachers in giving feedback and setting explicit objectives. For learners, they gained feedback, so they realised their levels, and LOA promoted independence in learning.

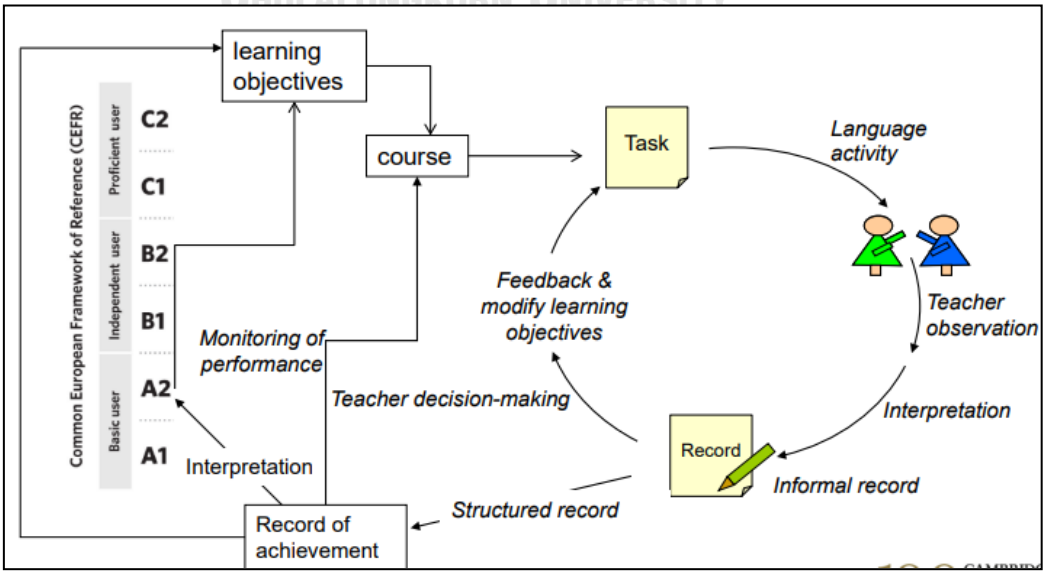

Figure 2.2 LOA in Practice (Cambridge English, 2013)

Turner and Purpura (2016) proposed the framework that covered seven dimensions: the context, the elicitation, the L2 proficiency, the learning, the instruction, the interaction, and the affection which aimed to be used in language classrooms specifically. The main focus was at the L2 proficiency dimension as it was considered as the connection of others. For the elicitation dimension, it combined the assessment tasks that promoted various types of assessment. The similarity of Carless' (2015) model and Turner and Purpura's (2016) was that they put learners in the center and engaged them in the assessment.

Jones and Saville (2016) proposed a model as a cycle (Figure 2.3) on how LOA could be implemented in classrooms, and it was divided into two levels: macro and micro. At the macro-level, the assessment was designed according to the policies from the authorities. The language proficiency was often compared to national standards or the frameworks from internationals. The micro-level focused on classroom practices from the objectives defined according to the macro-level policies to promote real-world competency. The details of Figure 2.3 are as follows. First, tasks were provided as the centre of classroom activity, and they served as the tools to check students' background knowledge and to assess their learnings. While students completed the tasks, teachers observed them in order to provide students with feedback. Taking records was optional as it served as the evidence for providing feedback. Then, teachers used feedback to inform students and made adjustments on the objectives or tasks if necessary, as cited in Gebril (2021).

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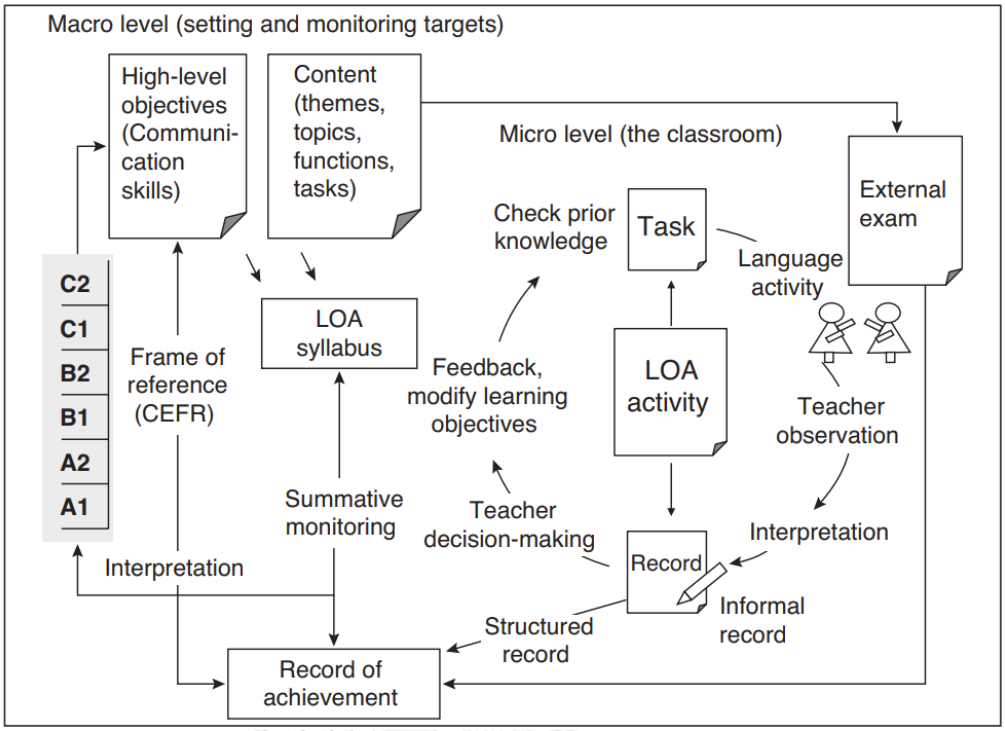

Figure 2.3 The LOA Cycle (Jones and Saville, 2016)

Green's (2017) included three aspects of LOA. First, the authenticity of the tasks should be authentic and functional out of class, or in real-world situations. Second, students got involved and regulated themselves. This could be seen in forms of giving feedback to their own work or to their peers or recording their progress. Third, the feedback was encouraged to use for informing students' performance.

Viengsang and Wasanasomsithi (2022) proposed the framework as seen in Figure 2.4 that included three aspects of LOA: learning as assessing tasks, developing evaluating expertise in

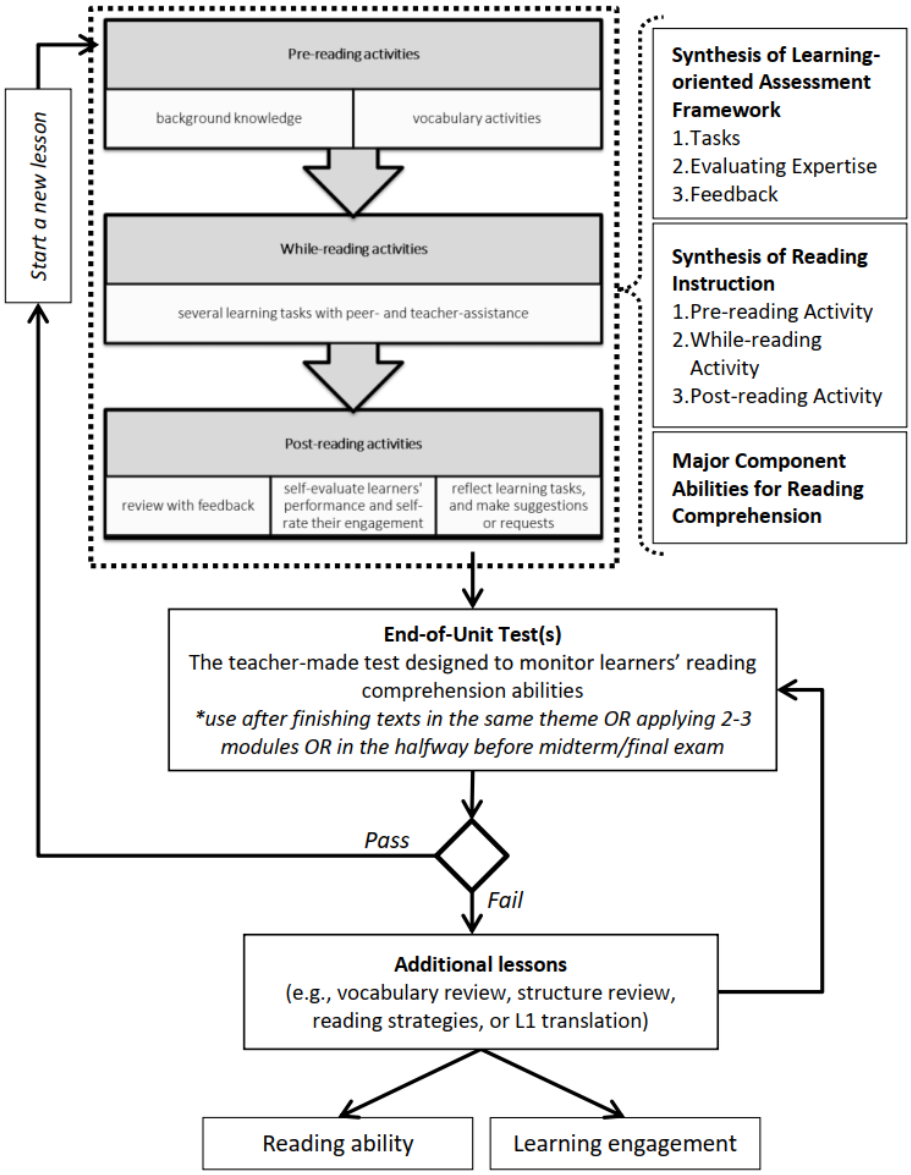

Figure 2.4 Learning-oriented Reading Assessment Model(Viengsang and Wasanasomsithi, 2022)

learners, and learners' engagement with feedback. In the first aspect, learning as assessing tasks, designing, and making tasks authentic were involved. The second aspect associated learners in assessment through tasks and activities. The last aspect, learner engagement with feedback, was about learners interacting with teachers, peers, as well as themselves in order to provide and receive feedback. The authors suggested that LOA was an effective tool in teaching reading as it promoted formative

assessment that exposed students with various types of assessment and notified them with learning progress. Also, apart from reading skills, students realized that they needed to improve other skills such as communication and collaboration as well. The task that engaged real-world practice also played an important role in making LOA effective in Viengsang and Wasanasomsithi's (2022) reading class.

Considering all the proposed frameworks above, this study adapted Jones and Saville's (2016) *The LOA Cycle* as it provided the systematic approach on the implementation in the classroom level that was suitable for the context of this study. The framework by Jones and Saville (2016) was designed with the consideration of how classroom assessment enabled students to meet the goals of standardized assessment. Therefore, it was corresponded to the Thai school's curriculum of this study, which is based on the standard.

2.1.3 Learning-oriented Reading Assessment Conceptual Framework

As previously mentioned, LOA in this study was referred as LORA as it was implemented in reading class. The framework was adapted from Jones and Saville's model (2016), and it included five connected aspects as seen in Figure 2.5. Its details are as follows.

1) Task was designed to reflect communication in the real world and promote interaction among learners according to Jones and Saville (2016). Similarly, in Viengsang and Wasanasomsithi (2022), the reading task was designed with a consideration of students' performance and target language that would be used as in their real lives. Therefore, the task in this study was designed to engage students in different types aiming for developing identifying the meanings of vocabulary, identifying main ideas, recognizing structure, interpreting meanings or making inferences, and identifying author's purpose through reading different types of texts.

2) Test in LOA served as the tool to inform learners their progress. It could happen spontaneously as in class during task performing of the students. Test also played a vital role to investigate whether students reached the objective or not (Jones and Saville, 2016). In this study, test was adapted from the mentioned concept, and it focused on assessing students' vocabulary knowledge, main ideas identifying, text structure recognition, text meaning interpretation or making inferences, and author's purpose identifying.

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3) Teacher's observation was adapted from Jones and Saville's (2016) concept that in order to providing students with feedback, evidence was required. According to Saville (2021) as cited in Gebril (2021), feedback could be generated from an observation of the teacher through questioning, scaffolding, or diagnosing. The observation gathered students' interactions and behaviours in reading class by a teacher using observation checklist and notetaking.

4) Feedback played an important role in LOA as it helped promote learning. It allowed students to evaluate themselves and their peers as well. In this study, feedback was provided in every lesson. Students needed to reflect on their learning by completing checklist and provide comments if any.

5) Redesign was the term that this study used according to the concept of LOA by Jones and Saville (2016) that the lessons were adjustable to make sure that learners met the goals of their learning. Therefore, the redesign was named in this study as the last aspect of the LORA cycle.

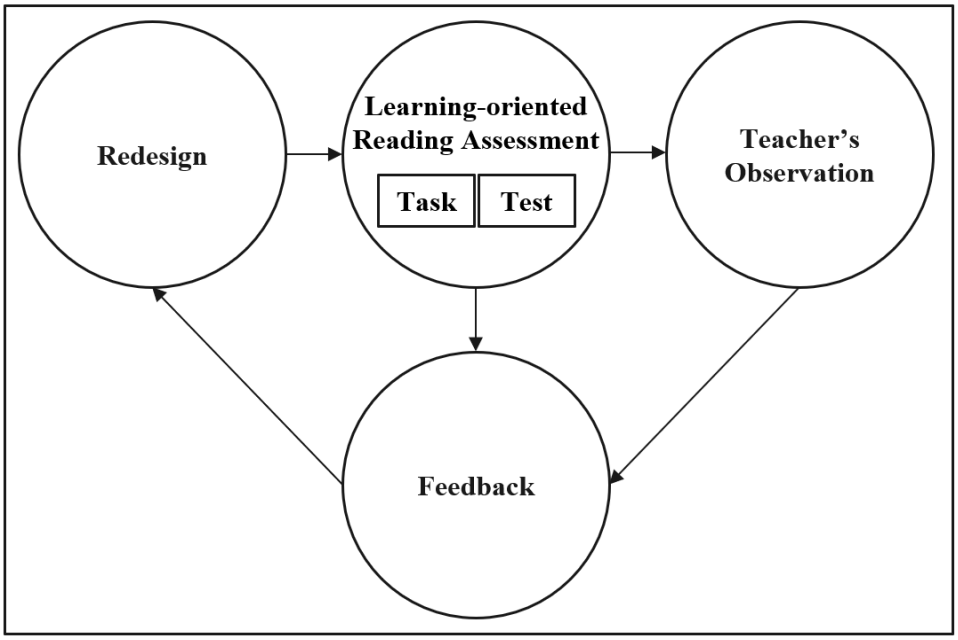

Figure 2.5 Learning-oriented Reading Assessment Conceptual Framework

2.1.4 Learning-oriented Assessment Studies

The previous studies had examined various aspects of learning-oriented assessment (LOA). This section provides an overview of the studies of LOA in reading and other skills. As the studies on reading were limited, the studies of other skills were presented to enlighten how LOA was implemented.

LOA in reading skill was conducted by Viengsang and Wasanasomsithi (2022). The objective was to implement both summative and formative assessment in reading classes of undergraduate students to put more focus on learning processes. The study revealed positive results of learning-oriented assessment towards reading ability in terms of their reading skill, and also other skills, namely, communication and collaboration. The researcher explained that students encountered the type of assessment that they had never seen before. As they were not assessed by only the summative tests, students realized their learning progresses constantly through formative assessment. Moreover, LOA allowed students to see the connection of what they learned and what to assessed. Kim (2022) adapted Carless' (2007) LOA framework in Korean EFL reading class including three components: learning task, students' involvement, and feedback. Students were involved in reading test design, and the test covered finding main ideas, locating specific information, and relating ideas in the reading passages. Students were investigated their perception through semi-structured interview. The results from Kim's (2022) study revealed that students were able to reach the class objectives after the implementation of LOA. Peer feedback and self-evaluation played an important role in promoting learning as it helped with developing students to be experts in evaluating.

LOA was investigated in Kim and Kim's (2017) study who combined reading and writing assessment tasks for Korean TESOL graduate students. Also, its effectiveness was surveyed through semi-structured interviews. It was revealed that the effectiveness of LOA depended on how students responded to feedback provided by the teachers. Apart from the concreteness of feedback from teachers, students mentioned that feedback from their peers was also beneficial. However, it was stated that how individuals took feedback to revise their work affected their improvement. Baker et al. (2020) studied two dimensions of LOA which were assessment tasks as learning tasks and involving university students in assessment on writing skills. For

the first dimension, students were assigned the roles as graders to evaluate sample writing pieces. Another dimension allowed students to provide feedback on their peers' work and use rubrics so that they could take charge of their own learning in the future. The result was similar to Kim and Kim's (2017) in terms of the effectiveness of assessment on learning. Another study of LOA in writing was conducted by Yang (2020). Yang (2020) carried out the study with university students in China to investigate its influence on writing competency. The pretest and posttest were used as the instruments, and the result showed that students' posttest scores were significantly higher than the pretest. The data was collected by making a comparison of students' lexical and syntactic levels in their pretest and posttest. The researcher explained that students had more tendency to edit their own writing more in the posttest task than the pretest which reflected the ability to monitor their own learning and utilise feedback well. Due to the limitation of the analysis, the discourse aspect in writing was missing. However, implementing LOA in other skills: reading, listening, and speaking was recommended. Ma (2021) conducted a study of how LOA affected students' feedback literacy in writing during online classes. The survey and semi-structured interview were the study's data collection instruments. The finding was that students had positive views on their assessment literacy with LOA implementation in terms of feedback appreciation, judgement developments, and taking actions. The implementation of this study was, first, teachers connected LOA with technology regarding activities and resources. Next, teachers should pay more attention to students' differences in terms of feedback literacy. Discussing class requirements and students' preferences were encouraged. Lastly, guidelines of how feedback should be given should be provided.

Apart from writing skill, Navaie (2018) implemented LOA in pronunciation learning of Iranian EFL students. The aims of the study were to discuss LOA's effectiveness proposed by Jones and Saville (2016) on pronunciation and students' retention of English pronunciation. The pretest and posttest were used in this study, and LOA approach introduced included five stages. First, the teacher stated course objectives as well as interviewed students about their needs and problems they faced using English. Second, the course details were built and implemented to serve students' communicative and social needs. Third, peer assessment and self-

assessment were encouraged to promote students' autonomous learners. Fourth, formative assessment was used to facilitate students in learning. Lastly, lessons were conducted to promote learners' higher order thinking skills. The results showed that the aspect of LOA that contributed to pronunciation's effectiveness and retention was cognitive involvement with the learning content which meant that the lessons that were related to students' lives enhanced their learning of English pronunciation.

Turning to speaking skill, Almaki (2019) investigated students' speaking proficiency using LOA. Almaki revealed that, after the implementation of LOA, students in the experimental group showed higher improvement in terms of critical thinking, giving peer feedback, and English language skills. There were six steps in the implementation of LOA in this study. First, LOA was trained as it was mentioned that some students might not be familiar with this assessment. Next, learning goals were written down by the students and then compared with teachers. Third, the rubric was introduced. Fourth, students shared their perceptions towards self and peer assessment. Teachers' role in this step should be encouraging students to focus on processes rather than products. Fifth, teachers asked students to reflect on what they had learned in groups and presented their topics of interest. Lastly, as this study aimed on developing speaking proficiency, students performed oral presentations. May et al. (2020) created the checklist for interactional competence in order to provide students' LOA feedback effectively. The development provided insights in how LOA could be introduced. Teachers could help students realise their area of improvement by using the checklist as an observation tool. Moreover, teachers could use the information gained from the checklist to adjust the lesson objectives or planning on materials. Another aspect the checklist could be used was as a tool for students to assess themself or their peers which was believed to be fruitful in promoting autonomous learners.

To sum up, studies about LOA on reading were scarce. However, previous studies on other skills shared common finding which was that LOA was effective as it allowed students to assess themselves and peers. Then they made use of feedback to monitor their own learning progress. Moreover, engaging task was also considered as the important aspect contributing to the effectiveness of LOA.

2.2 Reading Ability

Reading is an important part of our daily lives, and it is claimed that more and more people engage in more than one language when they read, and more opportunities whether in education or work awaited those who are skilled readers or possess literacy skill (Grabe, 2009). The next paragraphs discuss reading in a second language (L2) and reading assessment as a second language (L2). Reading ability was defined as the ability to create meanings by combining background knowledge and information from the texts. Skilled readers could read fluently with utilising strategies in reading effectively according to Anderson (2014). Richards (2015) also defined reading as meaning making process where three types of knowledge were involved which were grammatical knowledge, vocabulary knowledge, and prior knowledge. When students read, different skills and strategies were used regarding what types of reading they were doing. Grabe (2014, 2017) defined reading as the ability to make meaning out of the texts. To comprehend the reading texts, students needed to be able to recall words, know the vocabulary's meanings, make sense of sentences, and integrate related strategies and cognitive skills, such as setting goals or monitoring comprehension effectively. Furthermore, background knowledge was stated as an important factor in meaning making of the texts. This definition was defined according to its underlying abilities and skills of reading which included word recognition, vocabulary knowledge, morphological knowledge, syntactic knowledge, clause and text meaning formation, discourse structure processing, main idea recognition, and strategic comprehension processing. The ability in reading was categorised into two levels: lower and higher levels according to Grabe (2017). While lower-level processes dealt with making meaning out of words recognized in the texts, higher-level processes related to generating main ideas, making summaries, and making inferences. Lower-level processes in reading could be founded by practising phonological awareness and making connections between letter sounds. Reading high-frequency sight words and building vocabulary knowledge were suggested. Turning to high-level processes, in order to understand what the text was about, background knowledge, making inferences, and attitudes towards texts were required. Moreover, readers could make links back and forth between ideas, or even make their own interpretations.

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The difference between reading in L1 and L2 was stated in Koda (2005) that L2 readers required more linguistic knowledge, and their competency was at different levels. Putting students' background, the level of linguistic competence, and engagement of two different languages into consideration was suggested. Similarly, it was mentioned in Grabe and Jiang (2018) that reading in L1 and reading in L2 differed in terms of linguistic, cultures, and background of education. Although being proficient in L1 had an influence on L2 proficiency, L2 proficiency itself played a more crucial role in L2 reading. L2 reading proficiency can be increased by practising or being exposed to texts more, gaining more world knowledge and social knowledge, becoming fluent in reading, and owning the willingness to read.

In Grabe and Stoller (2019), defining reading ability as just interpreting meanings from printed text was not enough as it did not cover how reading was engaged, reading purpose, and skills and strategies used. Moreover, the time constraint and context where reading occurred were missing. Therefore, in order to define reading ability, there were some underlying factors contributing to reading ability which were purposes, reading comprehension fluency, and cognitive process.

For the definitions mentioned above by previous scholars, together with the consideration of level of the participants in this study and the multifaceted ways to define reading ability, reading ability in this study refers to the ability to identify the meanings of vocabulary, identify main ideas, interpret texts, make inferences from the texts, and identify author's purpose (Grabe and Jiang, 2013; Afflerbach et al., 2018) and it was assessed through reading tests.

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2.2.1 Reading Ability and LOA

In consideration of the principles of instructional design of reading lessons that contributed to development of reading skills, Grabe and Stoller (2019) proposed five principles. First, main ideas and comprehension should be teaching, not just only testing. Teachers exployed various strategies, for example, making predictions, making use of background knowledge, using context clues, drawing inferences, presenting visuals. Second, designing reading lessons that were built around students' levels, interests, and needs. Integrating both easy and challenging texts for students could expose students with large quantities of reading materials, and it could benefited them in terms of motivation and reading ability improvement. Third,

providing students with extra online resources and promoting digital literacy skills were encouraged. Fourth, students should be able to integrate writing skills after they read. Therefore, as a teacher, it was mentioned that reading-to-writing tasks were necessary. Fifth, tracking students' reading progress was believed to be a crucial part of learning. Grabe and Stoller (2019) mentioned that LOA was the index used to determine the success of instructional design.

As the principles of LOA were to set goals of learning, engage students in assessment tasks, inform learning progress, and provide feedback (Carless, 2007; Jones & Saville, 2016), it aligned with how reading lessons should be effectively carried out as mentioned in the previous paragraph. Furthermore, the emphasis on summative assessment in LOA (Turner & Purpura, 2016) was in concordance with Grabe and Stoller's principle (2019) that it was necessary to incorporate informal assessment such as teacher's observations, options to read, or students' portfolios. Apart from the aforementioned aspects, LOA was open for modification in teaching. As a result, it could lead to reading ability enhancement as students' learning goals were ensured.

All in all, it is obvious that the core concepts of LOA can be incorporated into various skills. Regarding to reading, it matches with the principles of how reading should be designed so that it supports the development of different subskills that can ultimately lead to the enhancement of reading ability.

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2.3 Reading Assessment

It has been said that the aim of reading assessment was to reflect reading abilities, or being called as reading proficiency, to students in a form of feedback. Reading assessment was categorised according to different purposes. To understand an individual student's reading proficiency as a whole picture, and make decisions on further development, standardised testing was an assessment that serves this goal (Grabe, 2009). When designing standardised reading assessment, many aspects were involved; for example, fluency, word recognition, the ability to summarise texts, and finding main ideas. It was suggested that standardised reading assessment should be designed as authentic as possible. Grabe (2009) also provided another type of assessment which was assessment for learning (AfL). While assessment of learning

(AoL) or summative assessment enabled teachers to track students' progress within time range, for instance, a semester; assessment for learning (AfL) shed more light on students' progress. It was also stated that the goal of AoL was to give feedback while learning occurred or when students performed tasks, and it was believed to be effective for reading.

In order to know what to assess in reading, abilities and skills that affected reading abilities and performance were listed below:

1. efficient word recognition processes (phonological, orthographic, morphological, and semantic processing);

2. a large recognition vocabulary (vocabulary knowledge);

3. efficient grammatical parsing skills (grammar knowledge under time constraints);

4. the ability to formulate the main ideas of a text (formulate and combine appropriate semantic propositions);

5. the ability to engage in a range of strategic processes while reading more challenging texts (including goal setting, academic inferencing, monitoring);

6. the ability to recognize discourse structuring and genre patterns, and use this knowledge to support comprehension;

7. the ability to use background knowledge appropriately;

8. the ability to interpret text meaning critically in line with reading purposes;

9. the efficient use of working memory abilities;

10. the efficient use of reading fluency skills;

11. extensive amounts of exposure to L2 print (massive experience with L2 reading);

12. the ability to engage in reading, to expend effort, to persist in reading without distraction, and achieve some level of success with reading (reading motivation). (Grabe & Jiang, 2013, p.4)

Grabe (2009) and Grabe and Jiang (2013) stated that, in classroom-based assessment, it aimed to measure students' learning in a form of test or quizzes. To assess students' performance in a broader range, students' self-report, observation, or portfolio could be used. What should be aware of when designing classroom-based

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assessment was assessing various aspects of reading abilities that could reflect students' performance.

Van Steensel et al. (2012) identified three subskills in reading comprehension assessment in their study which reflected different levels of students' understanding. The first subskill was retrieving which was the ability to identify where the specific details were in the text. Next, interpreting referred to the ability to make connections between sentences. Lastly, reflecting was about making inferences of the whole text, for example, identifying main ideas or author's purpose.

Cambridge English (2017) suggested what teachers needed to understand the steps occurring when students read in order to assess their reading. The steps included word recognition, followed by words or phrases meaning comprehension, then students might need to read between the lines or imply meaning. After that they built meaning comprehension across paragraphs to the whole text comprehension, and lastly, they combined details of the texts. The reading skill practices were suggested as enhancing vocabulary knowledge, grammar, and structure; paraphrasing; reading between the lines; identifying main ideas and supporting details; recalling text structure; and making texts comparison. On the test characteristics, test construct suitability and task difficulty should be put into consideration, along with selecting appropriate texts, a variety of task types, scoring clarification, and timing.

Afflerbach et al. (2018) stated that reading assessment should be constructive and help in decision making for learning improvement by using information gained in the class. It was also pointed out that reading assessment should involve the tasks that required using meaning students made from reading texts, and rubric was suggested as a tool to track students' progress. The ideal practices in classroom-based assessment were that both the process and the product of reading were assessed. For process assessment, we assessed how students decoding texts, making use of prior knowledge, reading fluently, and making meanings. For product assessment, teachers could ask students to do the tests, quizzes, or answering the questions. Another suggested practice was assessing students' reading and higher-order thinking by asking them to make questions. In order to do so, students needed to identify the main ideas, author's purposes, and meaning comprehension.

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In order to be an advanced reader, or able to read complex texts, Bernhardt and Leffell (2019) provided four aspects which were knowing vocabulary, working short-term memory on reading texts at different levels, having persistence to continue reading that might be long, and comprehending the story in terms of cultural and background knowledge.

2.3.1 Reading Assessment and LOA

It can be claimed that LOA combined various aspects of assessment that contribute to reading ability enhancement. To illustrate, LOA was a combination of AoL, AaL, and AfL (Jones and Saville, 2016) that promoted learning by acknowledging students their own progress. This is similar to Grabe & Stoller (2019) who stated that LOA was another referent of AfL, and it was important to measure students reading progress. In AfL, students' performance was monitored at the time it occurred, and teachers were aware of making students become more effective readers by accommodating them with feedback. Grabe & Stoller (2019) provided four consequences led from feedback. First, learning progress was informed to the students. Second, students participated in classroom discussion and reflection to adjust learning objectives. Third, a performance in reading was boosted through interaction in classroom. It can be seen that LOA was not an assessment that followed the traditional assessment as previously employed in reading class, but it laid the foundation for students' reading ability improvement (Grabe & Stoller, 2019)

2.3.2 Perceptions on Assessment

This section presents how perceptions on assessment was conducted in general to provide the overview of how students' perceptions were surveyed. Then, it is followed by the studies about perceptions on reading assessment, and perceptions on LOA. With the limitation of studies on LOA in reading, only a few studies are presented.

Students' perception towards assessment affected their performance and learning (Sambell & McDowell, 1998; Craddock & Mathias, 2009) as cited in Pereira et al. (2016). Moreover, it also played an important role on how students carried out the tasks (Alokozaya, 2022). In general, perception is what people comprehend and make meaning about it according to Zimbardo, Weber, & Johnson (2009) as cited in Gerritsen-van Leeuwenkamp et al. (2018). To define the perception towards

assessment, Mussawy (2009) mentioned it as how assessment was seen from students' points of view, which was said to occur from the experiences students faced in the class (Gerritsen-van Leeuwenkamp et al., 2019). The studies about students' perceptions on assessment were conducted by multiple researchers. Havnes et al. (2012) used questionnaires to survey students' perception on feedback giving. The questionnaire included four aspects: quality of feedback, students' feedback implementation, giving peer feedback, and engagement in designing assessment. Gerritsen-van Leeuwenkamp et al. (2018) conducted questionnaires to investigate students' perspectives on assessment quality. The questionnaire comprised six factors which were effects of assessment on learning, fairness of assessment, conditions of assessment, test scores interpretation, assessment's authenticity, and credibility of assessment. Phongsirikul (2018) investigated EFL students' perceptions when alternative assessments had been implemented compared to traditional assessment. The five likert scale questionnaires were used, and they included 20 items divided by the assessment types. Each set of questions highlighted the unique features of each assessment type, then they were rated by students. Alokozaya's (2022) study surveyed students' perceptions on assessment using questionnaires. The aspects included methods and modes of assessment used, fairness, effectiveness, trust and assessment, and influence and time for assessment.

1) Perceptions on Reading Assessment

Although, there is a limitation in the studies on students' perceptions particular on reading assessment, some factors mentioned in Grabe and Stoller (2019) could be a guideline for conducting a study on investigating students' perceptions of reading assessment. It was stated that students' perception on themselves as a reader relied on motivation to read or perform tasks that was based on students' perception of reading in L2, students' academic background in both L1 and L2, differences in socio-political societies. Moreover, interest and willingness to read also had the roles in reading ability. In the same study, reading assessment was divided into AoL and AfL. For AoL, reading skills, subskills, and content and practice were focused, while AfL focused on students' performance and giving and seeking feedback in class. It was also suggested by Grabe and Stoller (2019) that AfL could be tried out in class to surveyed what students' reception was upon feedback reception.

2) Perceptions on LOA

The perception on LOA was conducted by Wicking (2018) with EFL university students to investigate their beliefs towards assessment using surveys and case studies. The results showed that students believed that receiving good grades defined their career success in the future, and they thought that peer feedback and teacher feedback were important to their learning. Students also benefited from group work and made use of teacher's feedback. Regarding the perceptions towards LOA, seven aspects that encouraged the success of LOA were proposed. They were streamed classes, clear objectives of the curriculum, rational task and assessment, authority to manage learning and teaching, implementation of technology, peer assessment, and cutting-edge assessment tasks.

Kim (2022) used the interview to investigate EFL students' perceptions toward LOA applications by Carless' framework (2007). After the interview was transcribed, it was categorized, labelled, and matched with the dimension in Carless' framework(2007). The study revealed that LOA broadened students' knowledge in evaluation as they needed to evaluate themselves and their peers. It also found that LOA facilitated the interaction of students that could lead to better comprehension in reading according to sociocultural theory.

Viengsang and Wasanasomsithi (2022) conducted a study on LOA on reading skill. Although the perceptions of participants were not directly explored, the qualitative results collected from students' journals revealed that getting students involve in assessment by having interactions through feedback, discussing reading comprehension as groups, and realization of their progresses provided positive perception of learning-oriented assessment among participants.

Alsowat (2022) surveyed teachers' perceptions towards LOA using five dimensions in the core studies of LOA (Carless, 2007&2015; Farhady, 2021; Rawlusyk, 2016) which were assessment tasks as learning tasks, students' involvement in assessment processes, students' engagement with feedback and feedforward, and challenges of implementation of LOA. Five-point Likert scale was employed in the 50-item questionnaire. The results were that teachers faced difficulties integrated assessment within the instruction as the real-world task was less frequent employed. Next, regarding students' involvement in assessment, teachers in

this study reflects on quality of criteria in self-assessment or peer-assessment. Teachers revealed that they did not frequently shared scoring criteria or rubric with students, and that could be the result from limited knowledge of adopting LOA as an alternative assessment. Third, for the feedback, teachers' interest in including students in feedback cycle was low. Lastly, the obstacles that could prevent the success of LOA were time limitation in class, students' attitudes on assessment, and their motivation towards LOA. It was added that by engaging students in feedback loop, they perceived it as extra work. It can be seen that the development of the questionnaire was based on the framework of Carless' LOA (2007) where this study had adapted.

It can be seen that the exploration of participants' perceptions towards LORA was limited. As a result, this study aimed to explore them based on the framework adapted from Jones & Saville's (2016).to provide more insights of this assessment.

In summary, the chapter 2 provided the relevants studies with this study including the foundations and concepts of LOA which contributed to LORA framework in this study. Then the topic of reading ability was explored. It was mentioned that reading ability had broadened concepts to define it; however, this study adapted the Grabe and Jiang's (2013) reading assessing framework. The perceptions on reading and LOA were mentioned next. Although there were limited studies, some related provided can be used as the design of this study as discussed in the next chapter.

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CHAPTER 3
RESEARCH METHODOLOGY

3.1 Research Design

This study was designed as a quasi-experiment mixed method study based on a two-group pretest posttest design as illustrated in Table 3.1.

Table 3.1 Pretest-posttest quasi-experimental design

	Pretest	Treatments	Posttest
Experimental Group	O1	X1	O2
Control Group	O1	X2	O2

From Table 3.1, students both in experimental and controlled groups took the reading pretest (O1). X1 represents lessons designed based on LORA framework while X2 represents regular reading activity including three steps: pre-reading, while-reading, and post-reading. After the implementation of a LORA, students took the posttest (O2). Then, the pretest and posttest scores were collected and compared as a part of quantitative data that depicted how LORA affected students' reading. Then, the questionnaire was implemented to investigate students' perceptions. For the qualitative part, the data was collected through the questionnaire and followed by the semi-structured interview in order to identify students' perceptions towards LORA in their reading class.

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3.2 Participants

The participants of this study were Grade 10 students from Prasarnmit Demonstration School (Secondary) located in Bangkok, Thailand whose ages were 16 to17 years old. According to the different background in terms of the schools the population studied in previous academic year, their English abilities are varied. 70 Students participated in the study which were divided into 35 participants from Japanese major, and 35 participants from the controlled group studying in Chinese major. This study selected participants based on purposive sampling. All 70 participants from both groups had participated in the pretest and posttest. However,

three students were absent from the class. As a result, there were 32 students participated in the questionnaire. Turning to the semi-structured interview, six participants were selected based on their questionnaire's mean scores. To clarify, there were three students (10% of the overall participants) from those who got higher scores in the questionnaire. Similarly, another three (10% of the overall participants) participants were selected from those who got lower scores in the questionnaire.

3.3 Research Instruments

The instrument for this study includes reading test, questionnaire, and the semi-structured interview. The following sections provide the details of each instrument, together with its validation by the experts.

3.3.1 Reading Test

The test was designed to assess students' reading on identifying the meanings of vocabulary, identifying main ideas, interpreting texts, making inferences from the texts, and identifying the author's purpose. It was used before and after the treatment of LORA as a pretest and posttest respectively. However, the pretest and posttest were identical. The test was designed as 30 multiple-choice items and constructed based on Grabe and Jiang's (2013) assessing reading framework. Students were given 45 minutes to complete the test. The result gained from reading test answered the first research question**:** To what extent do secondary school students improve English reading ability after implementing learning-oriented reading assessment (LORA)?

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Test development

The test construction included five factors with six items for each factor. StoryToolz was used to determine the readability level of the passages in the test (See Appendix E). For the first passage of item numbers 15 and 16, its average grade level was at Grade 8. Second passage was for item numbers 17-19, its average grade level was at Grade 10. Next, the third passage was at a level of Grade 11, and it was for item numbers 20-22. The fourth passage for item numbers 23-25, the level was at Grade 6. Lastly, the fifth passage for item numbers 26-30 was at above Grade 12. It can be seen that the range of the reading passages' levels was between Grade 6 and above Grade 12.

Test validation

The test construct and content validity were assessed by three experts (see Appendix L) in the field who have at least three years of experience in teaching English in EFL context. Three experts validated its objectives, questions, and choices. Each item was rated on a three-point scale, -1 =, 0 = , 1 =. The items that had the mean scores from three experts rating lower than 0.5 needed revision. In this study, the reading test consists of 30 items. The mean scores of 27 items were above 0.5 except for three items as demonstrated in Table 3.2 below. After the revision, the test items were edited accordingly.

Table 3.2 Reading Test Validation

	Questions	**Mean**	**Experts' Comments**	**Revised Questions**
Factor 1: a large recognition vocabulary (vocabulary knowledge) Learning Outcome: Students will be able to identify the meaning of vocabulary from the texts.				
Question 5	The school provides laptops for everyone, but they have to bring their own **headsets** for ultimate experiences. a. a set of questions **b. a device for sound** c. a set of stories to share d. a device for head protection	0.33	Not enough context clues	The school provides laptops for everyone, but they have to bring their own **headsets** for ultimate experiences because seeing only images is not enough. a. a set of questions **b. a device for sound** c. a set of stories to share d. a device for head protection

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Table 3.2 Reading Test Validation (continued)

	Questions	Mean	Experts' Comments	Revised Questions
Factor 3: the ability to recognize discourse structuring and genre patterns, and use this knowledge to support comprehension. Learning Outcome: Students will be able to answer the questions after reading texts.				
Question 24	What does '**that'** in line 3 refer to? a. a bee b. an odor **c. your breath** d. a stinger	0.33	The choices should be consistent in terms of their determiners.	What does '**that'** in line 3 refer to? a. vision b. blindness **c. breath** d. time
Factor 4: the ability to interpret text meaning critically in line with reading purposes Learning Outcome: Students will be able to make inferences from the texts.				
Question 21	According to the passage, we can infer that … a. **e**very bee has African honeybee DNA. b. **w**e cannot run a DNA test in non-Africanized bees. **c. African honeybee DNA can be found at different amount.** d. The percentage of African honeybee DNA can be identified from bees' wings.	0.33	Capitalize the first words of options a and b.	According to the passage, we can infer that … a. Every bee has African honeybee DNA. b. We cannot run a DNA test in non-Africanized bees. **c. African honeybee DNA can be found at different amount.** d. The percentage of African honeybee DNA can be identified from bees' wings.

Test pilot

The objective of the pilot test of this research instrument was to assess the practicality and appropriateness of the test, and its reliability as well. The reading test was pilot tested with students studying in the same grade level as the experimental group which was Grade 10. There were 45 students from Music and Performing Arts major participating in the test. The test lasted 45 minutes and it included 30 items. After the pilot test was launched, it successfully achieved its objectives of testing and provided a solid foundation for the implementation of the test for the next stage. The KR-20 coefficient was calculated to determine the internal consistency reliability of the measure, and the result showed that the test had a reliability value of 0.78 which was at a moderately high level of internal consistency for the measure. This indicates that there is a strong relationship between the items in the measure, and they are measuring a similar construct. In other words, the items within the measure are reliable and consistent in assessing the intended test objective. Therefore, major changes were not employed for this instrument.

In summary, reading test was developed to measure students' reading ability, and it was validated by three experts. There were some revisions made which were adding more context clue, choice consistency, and capitalization. The test was pilot tested to assess its appropriateness and the reliability was tested using KR-20 which the reliability coefficient ranges from 0 to 1. The result of reading test was 0.78 for the overall measure. After edited according to experts' suggestions, the reading test could be used in the actual study.

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3.3.2 Questionnaire

Questionnaire development

The questionnaires provided the quantitative data regarding how students in the experimental group perceive LORA in their reading class. The questionnaire consists of five parts: task, test, teacher's observation, feedback, and redesign which was designed as 5-point Likert scale for the students to rate the level of agreement in each statement. There were 6 items for each part, and there were 30 items overall. Participants completed the questionnaires in the post-implementation phase, and it would answer the second research question: What are secondary school students' perceptions after implementing learning-oriented reading assessment (LORA)?

Questionnaire validation

The items in the questionnaire were evaluated using the Index of Item Objective Congruence (IOC). Three experts were invited to rate the questions for the appropriateness (see Appendix L). The first expert was Thai language teacher who validated the questions as they were translated to Thai language for students. In the same way, the second expert also validated the translated content with her qualification of master's degree in Translation. The last expert holds a doctoral degree in research and development on human potential. As the participants completed the questionnaires in Thai. The language was adjusted for the comprehension. Each item was rated on a three-point scale, -1 = Incongruent, 0 = Questionable , 1 = Congruent. The items that had the mean scores from three experts rating lower than 0.5 are not acceptable and need revision. The questionnaire in this study consists of 30 items (See Appendix J). The mean scores of all items were above 0.5; therefore, there was no major change needed. However, experts suggested some words adjustments for better sentence structures as seen in Table 3.3.

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Table 3.3 Questionnaire Validation

Previous Version	Comment	Revised Version
คำสั่ง: กรุณาเลือกระดับความคิดเห็นเพียง 1 ข้อที่ตรงกับความคิดเห็นของท่านต่อประเด็นในแต่ละข้อ 1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง 2 หมายถึง ไม่เห็นด้วย 3 หมายถึง ไม่แน่ใจ 4 หมายถึง เห็นด้วย 5 หมายถึง เห็นด้วยอย่างยิ่ง **Instructions: Please mark on only <u>ONE</u> level of agreement for each following statement to indicate your opinion.** 1 = Strongly Disagree 2 = Disagree 3 = Not Sure 4 = Agree 5 = Strongly Agree	-	-
ชิ้นงานอ่าน **Task**		
1. ฉันคิดว่าฉันมีตัวเลือกในการทำชิ้นงานอ่าน I think reading tasks are to some degree opened for students' options.	Change word choice	1. ฉันคิดว่าฉันสามารถเลือกทำชิ้นงานอ่านได้ I think reading tasks are to some degree opened for students' options.
2. ฉันคิดว่าชิ้นงานอ่านมีความหมายต่อการเรียนรู้ของฉัน I think reading tasks are meaningful.	Change word choice	2. ฉันคิดว่าชิ้นงานอ่านมีคุณค่าต่อการเรียนรู้ของฉัน I think reading tasks are meaningful.
3. ฉันคิดว่าชิ้นงานอ่านมีความเชื่อมโยงกับชีวิตจริง I think reading tasks are related to the real world.	-	-
4. ฉันรู้จุดประสงค์ของชิ้นงานอ่านที่ทำ I know the objective of the tasks.	-	-

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Table 3.3 (continued)

Previous Version	Comment	Revised Version
5. ฉันคิดว่าชิ้นงานอ่านช่วยให้ฉันติดตามความสามารถในการอ่านของตัวเองได้ I think the tasks can help me track my reading ability.	Change word choice	5. ฉันคิดว่าชิ้นงานอ่านช่วยให้ฉันพัฒนาความสามารถในการอ่านของตัวเองได้ I think the tasks can help me track my reading ability.
6. ฉันเข้าใจว่าต้องทำอะไรในชิ้นงานอ่านเป็นอย่างดี I understand what to do in the tasks well.	Change word order	6. ฉันเข้าใจเป็นอย่างดีว่าต้องทำอะไรในชิ้นงานอ่าน I understand what to do in the tasks well.
แบบทดสอบการอ่าน Test		
7. ฉันคิดว่าฉันมีตัวเลือกในการทำแบบทดสอบการอ่าน I think reading tests are to some degree opened for students' options.	Change word choice	7. ฉันคิดว่าฉันเลือกได้ในการทำแบบทดสอบการอ่าน I think reading tests are to some degree opened for students' options.
8. ฉันคิดว่าแบบทดสอบการอ่านมีความหมายต่อการเรียนรู้ของฉัน I think reading tests are meaningful.	Change word choice	8. ฉันคิดว่าแบบทดสอบการอ่านมีคุณค่าต่อการเรียนรู้ของฉัน I think reading tests are meaningful.
9. ฉันคิดว่าแบบทดสอบการอ่านมีความเชื่อมโยงกับชีวิตจริง I think reading tests are related to the real world.	-	-
10. ฉันรู้จุดประสงค์ของแบบทดสอบการอ่าน I know the objective of the tests.	-	-

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Table 3.3 (continued)

Previous Version	Comment	Revised Version
11. ฉันคิดว่าแบบทดสอบการอ่านช่วยให้ฉันติดตามความสามารถในการอ่านของตัวเองได้ I think the tests can help me track my reading ability.	Change word choice	11. ฉันคิดว่าแบบทดสอบการอ่านช่วยให้ฉันติดตามการพัฒนาความสามารถในการอ่านของตัวเองได้ I think the tests can help me track my reading ability.
12. ฉันคิดว่าแบบทดสอบการอ่านช่วยสะท้อนความสามารถในการอ่านของฉัน I think tests are necessary as the reflection of my reading ability.		
การสังเกตของครู Teacher's Observation		
13. ครูใช้หลักฐานจากชิ้นงานอ่านในการบอกระดับความสามารถในการอ่านของฉัน Teacher informs my current level of reading ability with the learning evidence from task.	-	-
14. ครูใช้หลักฐานจากแบบทดสอบการอ่านในการบอกระดับความสามารถในการอ่านของฉัน Teacher informs my current level of reading ability with the learning evidence from test.	-	-
15. ครูให้เวลาอย่างเหมาะสมในการทำชิ้นงานอ่านให้สำเร็จ Teacher provides suitable amount of time to complete the task.	-	-
16. ครูให้เวลาอย่างเหมาะสมในการทำแบบทดสอบการอ่านให้สำเร็จ Teacher provides suitable amount of time to complete the test.	-	-

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Table 3.3 (continued)

Previous Version	Comment	Revised Version
17. ครูคอยตรวจสอบความเข้าใจขณะทำชิ้นงานอ่านหรือกิจกรรม Teacher checks up on us during reading task and activity.	-	-
18. ครูใช้คำถามเพื่อตรวจสอบความเข้าใจ Teacher uses questions to check our comprehension.	Add 'of student'	18. ครูใช้คำถามเพื่อตรวจสอบความเข้าใจของนักเรียน Teacher uses questions to check our comprehension.
ผลป้อนกลับ Feedback		
19. ฉันคิดว่าผลป้อนกลับด้านการอ่านบอกระดับความสามารถในการอ่านของฉัน I think feedback on reading inform my current level of reading ability.	-	-
20. ฉันคิดว่าผลป้อนกลับด้านการอ่านช่วยให้การอ่านของฉันพัฒนา I think feedback on reading helps improve my reading ability.	-	-
21. ฉันคิดว่าฉันจำเป็นต้องใช้ผลป้อนกลับด้านการอ่านในการเรียนอ่าน I think I need feedback on reading and use it for my reading lessons.	-	-
22. ฉันคิดว่าฉันรู้สิ่งที่ต้องปรับปรุงจากผลป้อนกลับของครู I think I know what to improve from teacher's feedback.	-	-

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Table 3.3 (continued)

Previous Version	Comment	Revised Version
23. ฉันคิดว่าผลป้อนกลับจากเพื่อนด้านการอ่านช่วยให้การอ่านของฉันพัฒนา I think peer feedback helps in reading ability improvement.	-	-
24. ฉันคิดว่าการใช้แบบประเมินตนเองและแบบประเมินจากเพื่อนมีประโยชน์ในการช่วยพัฒนาการอ่านของฉัน I think using self-assessment form and peer-feedback form is beneficial in improving reading ability.	-	-
การออกแบบใหม่ Redesign		
25. ฉันคิดว่าชิ้นงานอ่านที่ถูกออกแบบใหม่ทำให้ฉันได้นำผลสะท้อนกลับมาใช้ปรับปรุงการอ่าน I think redesigned reading task allows me to use feedback for reading improvement.	-	-
26. ฉันคิดว่าแบบทดสอบการอ่านที่ถูกออกแบบใหม่ทำให้ฉันได้นำผลสะท้อนกลับมาใช้ปรับปรุงการอ่าน I think redesigned reading test allows me to use feedback for reading improvement.	-	-
27. ฉันคิดว่าชิ้นงานอ่านที่ถูกออกแบบใหม่ช่วยพัฒนาความสามารถในการอ่านของฉัน I think redesigned task help improve my reading ability.	-	-

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Table 3.3 (continued)

Previous Version	Comment	Revised Version
28. ฉันคิดว่าแบบทดสอบการอ่านที่ออกแบบใหม่ช่วยพัฒนาความสามารถในการอ่านของฉัน I think redesigned test help improve my reading ability.	-	-
29. ฉันนำผลสะท้อนกลับมาใช้ในชิ้นงานอ่านและแบบทดสอบอ่านที่ถูกออกแบบใหม่ I take feedback to complete the redesigned test and task.	Omit a word	29. ฉันนำผลสะท้อนกลับมาใช้ในชิ้นงานอ่านและแบบทดสอบอ่านที่ออกแบบใหม่ I take feedback to complete the redesigned test and task.
30. ฉันคิดว่าครูเปิดโอกาสให้ฉันได้พัฒนาความสามารถในการอ่าน I think teacher allows me to improve my reading.	-	-

Questionnaire pilot

The objective of the questionnaire pilot was to evaluate the effectiveness and suitability of the questions before its final implementation. The pilot test aimed to gather feedback from a sample of participants to assess the clarity, comprehensibility, and relevance of the questionnaire items, as well as the overall structure and format. After the questionnaire was allotted to the pilot group, the explanation was made on how to complete the questionnaire. However, some examples of each step were needed for clarification. For example, the participants were provided with the sample of the redesigned lesson. Overall, the questionnaire items were found to be clear and understandable by the participants. However, minor suggestions were provided to enhance clarity and avoid any potential confusion.

All in all, the questionnaire was developed based on the LORA framework of this study which was adapted from Jones and Saville's LOA model (2016). It consisted of 6 items for each aspect: task, test, teacher's observation, feedback, and redesign, and there were 30 items altogether. Then three experts were invited to

validate the items in the questionnaire in Thai language. Some changes were made in word option, omission words, and word order in a sentence for clearer understanding. The pilot test was conducted, and it helped determine whether the questions were clear and easily understandable to participants. It aimed to identify any ambiguities or confusing wording questions that could lead to inaccurate responses or participant confusion. The insights gained from the pilot test contribute to the overall quality of the questionnaire.

3.3.3 Semi-Structured Interview

Semi-structured interview development

The interviews were designed as semi-structured interview and used to gain insights from six participants in the experimental groups on how and why they agreed or disagreed with the statements on the questionnaire. It was used to answer the second research question regarding the perceptions of students when LORA was implemented. There were five interview questions generated to investigate students' perceptions toward five aspects of LORA which were task, test, teacher's observation, feedback, and redesign. (See Appendix K)

Semi-structured interview validation

Three experts who were the same as those validated the questionnaire questions were invited to validate the questions as it was translated into Thai language for comprehension of the students (see Appendix L). Each item in the semi-structured interview was rated on a three-point scale, -1 =, 0 = , 1 =. The items that had the mean scores from three experts rating lower than 0.5 needed revision. The mean scores of all items were above 0.5; therefore, there was no major change needed for the questions in semi-structured interview. However, there were some suggestions made from the experts on making the questions easy to comprehend in Thai as seen in Table 3.4.

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Table 3.4 Semi-structured Interview Validation

Previous Version	Comment	Revised Version
1. นักเรียนมีความคิดเห็นอย่างไรต่อชิ้นงานอ่านในวิชานี้ กรุณาอธิบาย What do you think about reading task in this course? Please elaborate.	-	-
2. นักเรียนมีความคิดเห็นอย่างไรต่อแบบทดสอบอ่านในวิชานี้ กรุณาอธิบาย What do you think about the reading test in this course? Please elaborate.	-	-
3. นักเรียนมีการรับรู้ต่อการสังเกตของครูที่มีผลต่อความสามารถในการอ่านอย่างไร What is your perception towards teacher's attention on your reading ability in class?	Adjust the sentence	3. นักเรียนรับรู้การสังเกตของครูว่ามีผลต่อความสามารถในการอ่านอย่างไร What is your perception towards teacher's attention on your reading ability in class?
4. นักเรียนมีการรับรู้ต่อการให้ผลสะท้อนกลับที่มีต่อความสามารถในการอ่านว่าอย่างไร What is your perception towards feedback on your reading ability?	-	-

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Table 3.4 (continued)

Previous Version	Comment	Revised Version
5. นักเรียนคิดว่าชิ้นงานอ่านและแบบทดสอบอ่านที่ถูกออกแบบใหม่ส่งผลต่อความสามารถในการอ่านอย่างไร To what extent does the redesigned task and test affect your reading ability?	Omit a word	5. นักเรียนคิดว่าชิ้นงานอ่านและแบบทดสอบอ่านที่ออกแบบใหม่ส่งผลต่อความสามารถในการอ่านอย่างไร To what extent does the redesigned task and test affect your reading ability?

Semi-structured interview pilot

The semi-structured interview was pilot testing to assess the effectiveness and suitability of the interview questions before its final implementation. The pilot test results, including participant feedback, identified strengths and weaknesses, and recommendations for improving the interview process. 5 Students in the pilot group participated in the semi-structured interview pilot. The interview questions were generally clear to the students. Participants understood the intent of the questions and provided thoughtful responses. However, a few clarifications were required. For example, participants needed more information about teacher's observation. Therefore, this question was elaborated by describing what teacher had done in class for better clarity in the main study.

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To sum up, semi-structured interview was developed as a set of five questions based on each aspect of LORA. The questions were validated by three experts. Minor changes regarding the Thai words or sentence structures were made. The pilot of semi-structured interview revealed that the questions were effective and comprehensible.

3.4 Research Procedures

The research procedures in this study are demonstrated in the figure 3.1 for both experimental group and controlled group and they cover a period of 11 weeks. There are three phases in this study which are pre-implementation, implementation,

and post-implementation. The procedures begin with students taking the reading pretest, followed by reading lessons which the procedures are different between both groups. For the experimental group, learning-oriented reading assessment (LORA) was implemented, while the regular reading lessons were used with the controlled group with pre-reading, while-reading, and post-reading. In the last phase, the post-implementation, students in both experimental group and controlled group took the reading posttest. Then the questionnaires and the interviews were implemented with the experimental group. The in-depth steps of each group are provided in the following paragraphs.

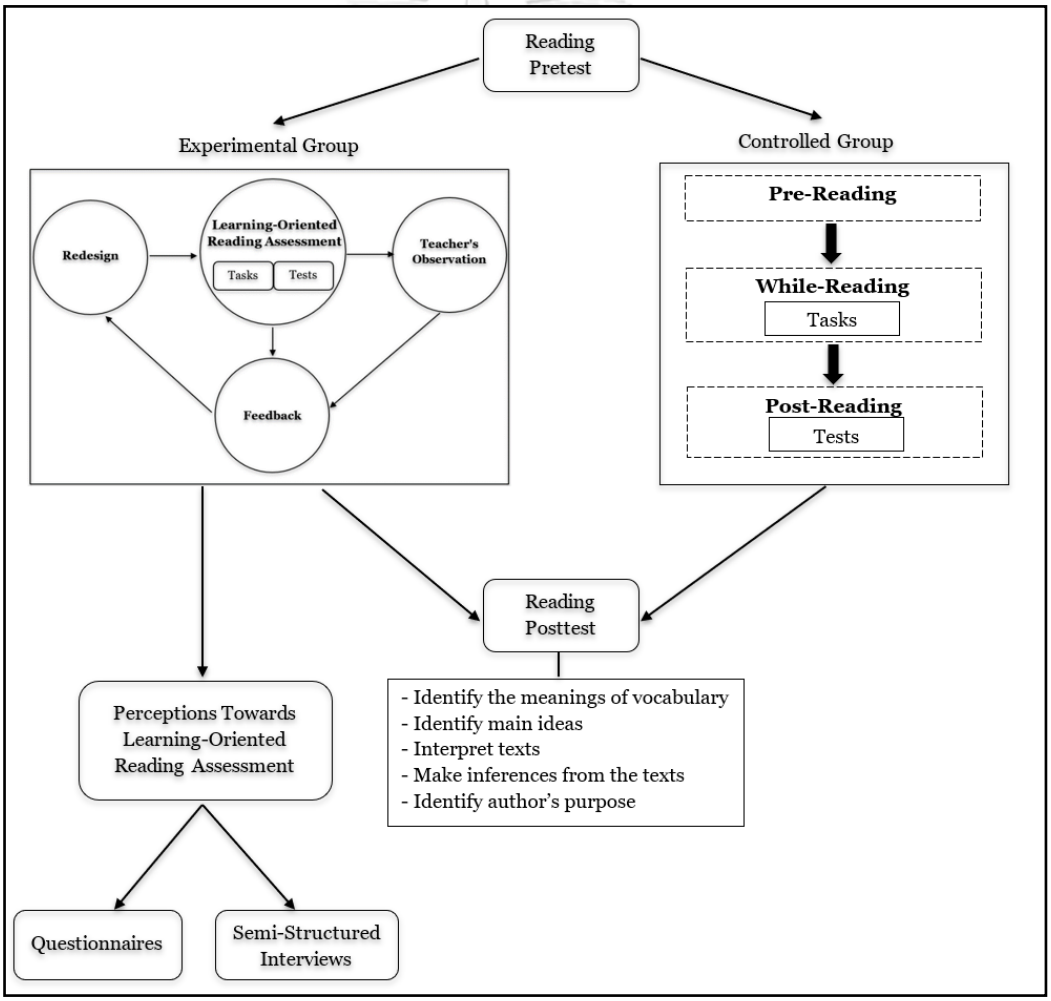

Figure 3.1 Research Procedures

3.4.1 Phase 1: Pre-Implementation

In this phase, participants from both experimental group and controlled group participated in the reading pretest (See Appendix D) in the first week in order to check their prior knowledge as similar to the LOA framework proposed by Jones and Saville (2016) which this study adapted from.

3.4.2 Phase 2: Implementation

Prior to this phase, task, test, teacher's observation, feedback, and redesign were planned and implemented for the classroom implementation as seen in Appendix A. The implementation period covered nine weeks. There were altogether three units with were equally divided into three lessons, and each lesson was for 90 minutes per week. The reading tasks and tests are similar for both groups. However, the two groups are different in terms of the procedures which the details are provided below.

1) The Experimental Group

The experimental group procedures were adapted from Jones and Saville's (2016) framework that focused on the implementation of LOA in the classroom, or micro level. The framework was used in reading class, so it is called LORA. Then the procedures were as follows.

1.1) The procedures began with teacher checking students' prior knowledge by asking questions or introducing vocabulary using context clues. Then teacher taught reading lesson and students performed a reading task which enabled them to practise reading and be prepared for the next lessons. In the first unit, students read the passages provided and they needed to find topics and main ideas. The task also involved vocabulary presented in the passages, and students identified their meanings and used them in the sentences correctly. Students performed the task both individually and in groups by completing worksheets. In unit 2, the task focused on finding specific details or reading comprehension where they needed to scan for the answers after reading the passages. For unit 3, students learned how to make inferences; therefore, the task required students to analyse texts by identifying the purposes of the writers, texts' genres, and making inferences (See Appendix B).

After the end of each unit, the end-of-unit test was provided, and it required students to apply what they have learned in each unit. The objectives of the

tests were to evaluate students' learning performance and to provide feedback. The tests were designed to evaluate what students had learned in each unit and inform students their progresses and what to improve. Moreover, teacher used the test results to redesign the next lessons. The example tasks can be seen in the Figure 3.2 and Figure 3.3.

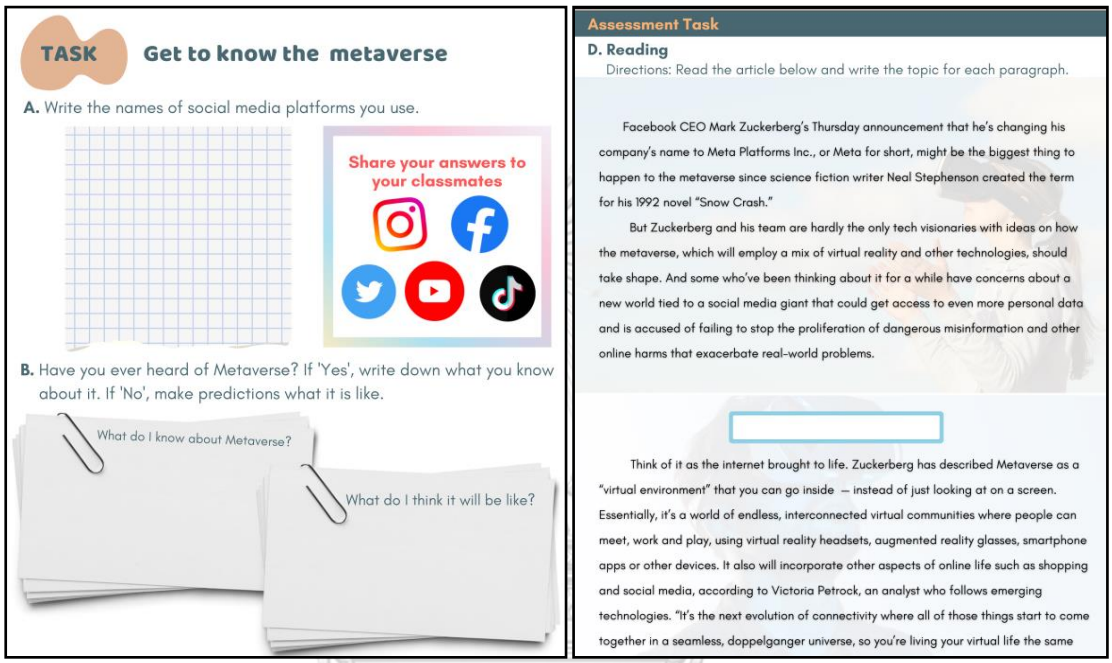

Figure 3.2 Examples of Task

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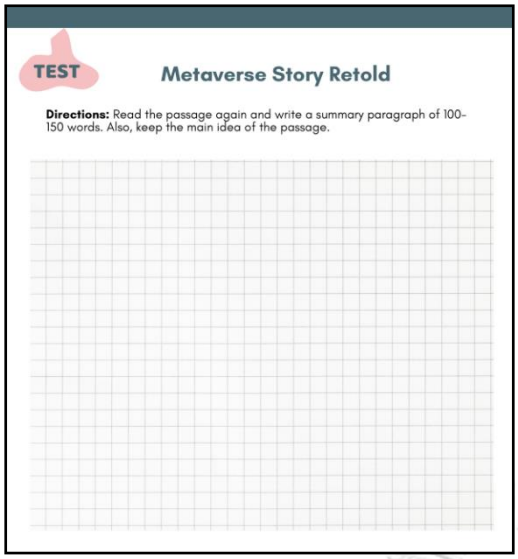
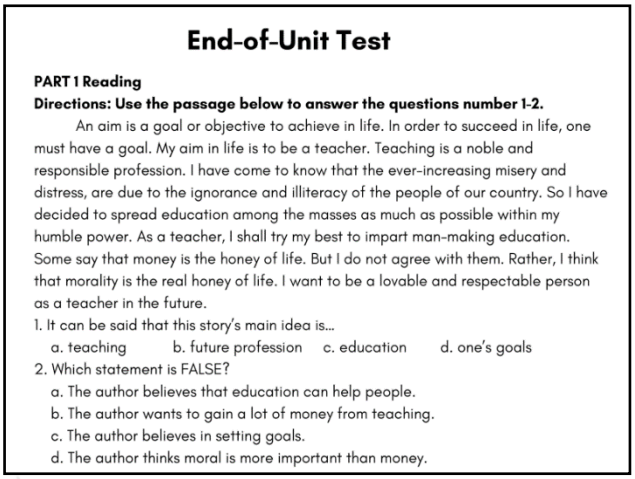
1.2) This step occurred after and together with the first step. During students completing the reading tasks and the tests, the teacher had a role to observe and take both informal records (e.g., mental record or note taking) and formal record (i.e., teacher observation checklist) of students' performance as seen in the Figure to provide students feedback in the following step. Immediate feedback was presented during this step as well. Teacher used the observation checklists to collect information how students perform in class which facilitated the teacher to make decisions in the next lessons. (See Appendix C).



TEST

Metaverse Story Retold

Directions: Read the passage again and write a summary paragraph of 100-150 words. Also, keep the main idea of the passage.



End-of-Unit Test

PART 1 Reading

Directions: Use the passage below to answer the questions number 1-2.

An aim is a goal or objective to achieve in life. In order to succeed in life, one must have a goal. My aim in life is to be a teacher. Teaching is a noble and responsible profession. I have come to know that the ever-increasing misery and distress, are due to the ignorance and illiteracy of the people of our country. So I have decided to spread education among the masses as much as possible within my humble power. As a teacher, I shall try my best to impart man-making education. Some say that money is the honey of life. But I do not agree with them. Rather, I think that morality is the real honey of life. I want to be a lovable and respectable person as a teacher in the future.

1. It can be said that this story's main idea is...
   a. teaching b. future profession c. education d. one's goals
2. Which statement is FALSE?
   a. The author believes that education can help people.
   b. The author wants to gain a lot of money from teaching.
   c. The author believes in setting goals.
   d. The author thinks moral is more important than money.

Figure 3.3 Examples of Test

1.3) At the end of each task and test, students evaluated themselves using provided students' self-evaluation form. Students reflected on their performance in the given tasks and tests. The evaluation forms were distributed to students. Completing the evaluation form, students were aware of their learning and the form was used as the complement to the test results to allow teacher to redesign the next lessons or provided additional worksheet or revision. The self-evaluation forms were designed based on the desirable outcomes of each unit. For clarification, students checked themselves whether they reached the goal of the lesson or not. The peer-feedback form was also provided for the tasks that students were required to work in groups or in pairs. The objectives of the peer-feedback forms were to help teachers track students' understanding during group work and to gain information that was useful for making decision on the next lessons (See Figure 3.4).

Unit 1 The Metaverse

Lesson 1 What is the metaverse?

Observation Criteria	Students' Behaviours	
	Positive	Negative
1. Students show attempt to read the passages.	✓	
2. Students can answer the comprehension check questions at least 70% of the questions.	✓	
3. Students can finish with the assignment in time.		✓
4. Students show interaction with teachers and one another.	✓	

Observation Note

- Most students were not familiar with some vocabulary words from the passage.
- Most students found the topic interested them and showed some background knowledge from answering the questions.
- A few students mentioned that the passage was too long for them.
- A few students mentioned that they did not understand the meanings of some sentences.
- Some students could not come up with the topic even though they could tell what the paragraphs were about. The reason was that they did not know how to put it in an English word or a phrase.

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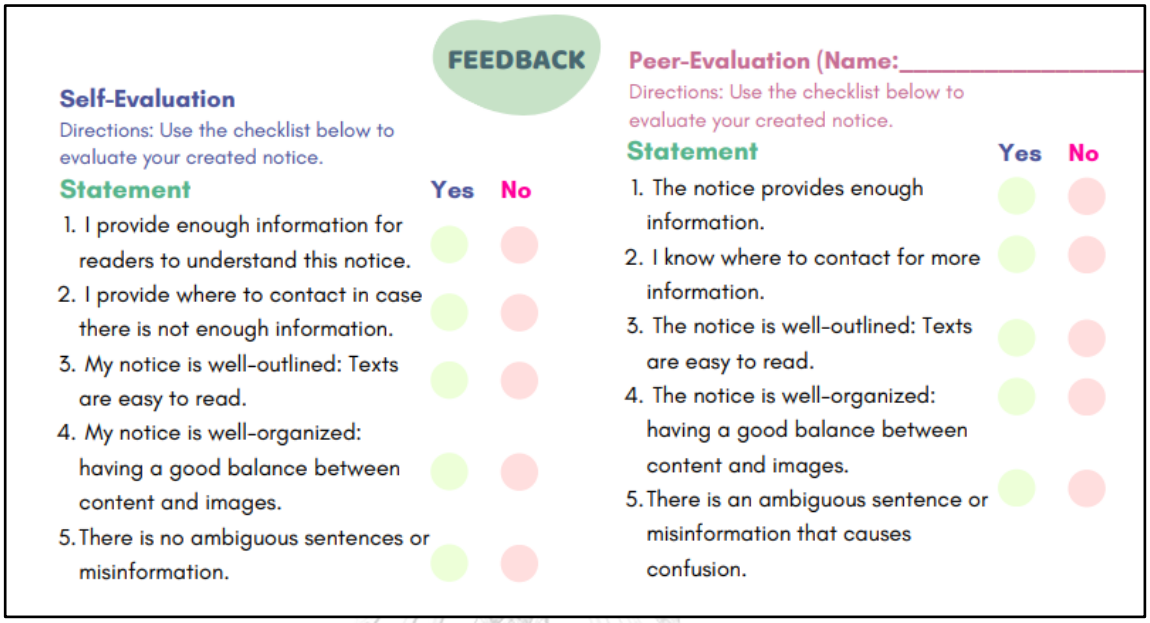
Figure 3.4 Example of Teacher's Observation Checklist

1.4) The next step was that teacher provided feedback to students. According to Carless (2007; 2015) and Jones and Saville (2016), feedback could be given immediately in class or used as the information to redesign the next lessons. This was due to the learning evidence occurred in class, teacher could monitor students' mistakes and needs for particulars skills that could be emphasized more in the next lessons. Moreover, feedback could be communicated between teacher and students or students to students. In this study, feedback was given immediately during the observation, and in the next lessons as well. The feedback provided in the next lessons was based on the observation checklist's comments and students' task and test performance. Students' self-evaluations were put into consideration as well to enable

teacher to understand students' performance better apart from the test results (see Figure 3.5).



FEEDBACK

Self-Evaluation

Directions: Use the checklist below to evaluate your created notice.

Statement	Yes	No
1. I provide enough information for readers to understand this notice.		
2. I provide where to contact in case there is not enough information.		
3. My notice is well-outlined: Texts are easy to read.		
4. My notice is well-organized: having a good balance between content and images.		
5. There is no ambiguous sentences or misinformation.		

Peer-Evaluation (Name:_____

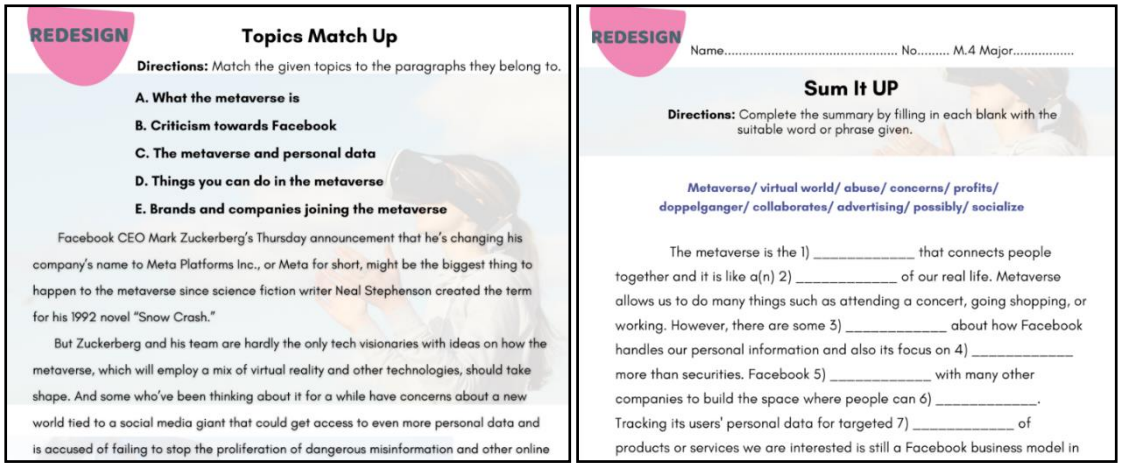
Directions: Use the checklist below to evaluate your created notice.

Statement	Yes	No
1. The notice provides enough information.		
2. I know where to contact for more information.		
3. The notice is well-outlined: Texts are easy to read.		
4. The notice is well-organized: having a good balance between content and images.		
5. There is an ambiguous sentence or misinformation that causes confusion.		

Figure 3.5 Example of Evaluation Form

1.5) Teacher redesigned the next reading lessons or activities that would be implemented in the next class using information gained from the teacher-observation checklist, students' self-evaluation, and test scores. To elaborate, if students could not find the topics or main ideas of the passage, additional worksheet, and revision about finding topics and main ideas was provided in the next lesson as seen in Figure 3.6

After participating in the 9-week lessons, all students took the questionnaire, and six students were selected for the semi-structured interview as in the post-implementation phase.



REDESIGN

Topics Match Up

Directions: Match the given topics to the paragraphs they belong to.

A. What the metaverse is

B. Criticism towards Facebook

C. The metaverse and personal data

D. Things you can do in the metaverse

E. Brands and companies joining the metaverse

Facebook CEO Mark Zuckerberg's Thursday announcement that he's changing his company's name to Meta Platforms Inc., or Meta for short, might be the biggest thing to happen to the metaverse since science fiction writer Neal Stephenson created the term for his 1992 novel "Snow Crash."

But Zuckerberg and his team are hardly the only tech visionaries with ideas on how the metaverse, which will employ a mix of virtual reality and other technologies, should take shape. And some who've been thinking about it for a while have concerns about a new world tied to a social media giant that could get access to even more personal data and is accused of failing to stop the proliferation of dangerous misinformation and other online

REDESIGN

Name..... No..... M.4 Major.....

Sum It UP

Directions: Complete the summary by filling in each blank with the suitable word or phrase given.

Metaverse/ virtual world/ abuse/ concerns/ profits/ doppelganger/ collaborates/ advertising/ possibly/ socialize

The metaverse is the 1) _____ that connects people together and it is like a(n) 2) _____ of our real life. Metaverse allows us to do many things such as attending a concert, going shopping, or working. However, there are some 3) _____ about how Facebook handles our personal information and also its focus on 4) _____ more than securities. Facebook 5) _____ with many other companies to build the space where people can 6) _____. Tracking its users' personal data for targeted 7) _____ of products or services we are interested is still a Facebook business model in

Figure 3.6 Examples of Redesign

2) The Controlled Group

Turning to the controlled group, the procedures are divided into steps as follows:

2.1) **Pre-reading:** In this step, students were prepared to read by learning vocabulary or being asked about prior knowledge on the topic of the lesson. For example, the passage was reading about Metaverse, students were asked, "What social media platforms do you use?" and "Have you ever heard of Metaverse?". Then vocabulary set from the passage was introduced by asking students to guess the meaning from the contexts provided.

2.2) **While-reading:** In this step, reading lessons were taught followed by the practice. For example, teacher taught students how to identify the topics and main ideas, then students read the passage and they practise finding topics and main ideas in the worksheet.

2.3) **Post-reading:** Students were asked to share the answers from the practices in the previous steps. After that they participated in the test in a form of quizzes and students summarized the lessons together with the teacher.

3.4.3 Phase 3: Post-Implementation

In this phase, it was divided into two parts. First, both participants from experimental group and controlled group participated in the reading tests as their scores were used to answer the first research question of this study. Whereas only the participants from the experimental group completed the second parts which were the questionnaire and the semi-structured interview. After nine weeks of the intervention and the posttest, this phase occurred in the last week of this study which was week 11.

3.5 Data Collection

There are two types of data in this study: quantitative and qualitative. First, the quantitative data was collected using the scores from the reading pretest, reading posttest, and the questionnaire. Second, qualitative data was collected through the semi-structured interview following the questionnaire which students were asked about their perceptions towards LORA. The collection of data was consisted of two phrases.

3.5.1 Before the implementation of LORA

Prior to the implementation of LORA, the reading pretest was provided for the students to assess their reading ability before the intervention, and to compare their performance after the intervention.

3.5.2 After the implementation of LORA

After the end of the intervention, students from the experimental group were tested with the posttest which their scores were compared to the pretest. Then the questionnaire and the semi-structured interview were employed.

3.6 Data Analysis

Research question 1: To what extent do secondary school students improve English reading ability after implementing learning-oriented reading assessment (LORA)?

The first research question of this study aimed to find the effect of LORA of secondary school students. The data for this research question was collected from reading pretest and reading posttest. Participants from both groups participated in the test, and their pretest and posttest scores were described using descriptive statistics

(Z-score). Then, within the group, Wilcoxon Sign Ranks Test was adopted to compare pretest and posttest scores as the data collected was not in the normal distribution. The test of normality is demonstrated in Table 3.4. As the sample size was smaller than 50 participants. The Shapiro-Wilk was used to test the normal distribution of the pretest and posttest scores of the experimental group. Considering the *p*-value from Table 3.4, Factor 2 and 4 are less than .05. Therefore, it can be concluded that the data for these factors was not normal distributed. For Factor 1, 3, and 5, there were both normal and not normal data within the same factor. As a result, the distribution of the data affected the selection of statistics that was used in this study. The Wilcoxon Signed-Rank Test was adopted as it was the alternative of T-Test when the data was not in the normal distribution.

Table 3.5 Test of Normality of The Experimental Group

Factor	Shapiro-Wilk					
	Statistic		df		*p*-value	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
OVERALL	.958	.949	32	32	.245	.137
Vocabulary knowledge	.942	.923	32	32	.088	.025
Identify main idea	.927	.924	32	32	.033	.026
Recognize text structure	.938	.907	32	32	.064	.010
Interpret text meaning (make inference)	.933	.905	32	32	.046	.008
Identify author's purpose	.849	.952	32	32	.000	.165

Turning to the controlled group, pretest and posttest scores were compared using descriptive statistics (Z-score) to identify the effect of how students' reading differed after taking the test. The test of normality was implemented to the data in the same manner as the comparison within the experimental group. The test of normality of the data from both groups is demonstrated in the Table 3.5. Considering the *p*-value from Table 3.5, almost *p*-value of all factors are less than .05. Therefore, it can be concluded that the data for these factors was not normal distributed, except the overall. For Factor 1 and 2, there were both normal and not normal data within the

same factors. As a result, the distribution of the data affected the selection of statistics that was used in this study. The Wilcoxon Signed-Rank Test was adopted as it was the alternative of T-Test when the data was not in the normal distribution.

Table 3.6 Test of Normality of The Controlled Group

Factor	Shapiro-Wilk					
	Statistic		df		*p*-value	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
OVERALL	.972	.977	35	35	.505	.653
Vocabulary knowledge	.925	.943	35	35	.020	.071
Identify main idea	.945	.919	35	35	.081	.013
Recognize text structure	.934	.927	35	35	.038	.024
Interpret text meaning (make inference)	.936	.927	35	35	.042	.022
Identify author's purpose	.868	.935	35	35	.001	.039

Research question 2: What are secondary school students' perceptions after implementing learning-oriented reading assessment (LORA)?

For the second research question, students' perceptions were gathered from the questionnaire and the semi-structured interview. The results informed how students from the experimental group perceive LORA in their reading class. The data gained from the questionnaire was analysed and reported using descriptive statistics, Means and Standard Deviations. Thematic analysis was adopted to report the qualitative data from the semi-structured interview, and the results were used to support the questionnaire results with more explanation to each aspect of LORA. The summary of data collection and data analysis is presented in Table 3.6.

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Table 3.7 Data Collection and Data Analysis

Research Questions	Instruments	Data Analysis	Distribution	Participants
1) To what extent do secondary school students improve English reading ability after implementing learning-oriented reading assessment (LORA)?	Pretest and posttest of the experimental group	The Wilcoxon Signed-Rank Test	Before and after the treatment	32
	Pretest and posttest of the controlled group	The Wilcoxon Signed-Rank Test	Before and after the treatment	35
	Posttest of the experimental group and the controlled group	The Mann Whitney U-test	After the treatment	67
2) What are secondary school students' perceptions after implementing learning-oriented reading assessment (LORA)?	Questionnaire	Mean Scores, Standard Deviations	After the treatment	32 (From the experimental group)
	Semi-structured interview	Thematic analysis	After the treatment	6 (From the experimental group)

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In summary, Chapter 3 provided a detailed description of the methods and procedures employed in the study. The research was designed as a quasi-experiment mixed method study based on a two-group Pretest Posttest design. The details of 67 participants were elaborated and the developments of research instrument were explained. The measures taken to ensure the validity and reliability of the research findings were also presented. Pilot testing of instruments was included and explained in this chapter as well

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CHAPTER 4
RESULTS

This chapter presents the data collected from the implementation of learning-oriented reading assessment (LORA). The data are presented based on the research questions:

1) To what extent do secondary school students improve English reading ability after implementing learning-oriented reading assessment (LORA)?

2) What are secondary school students' perceptions after implementing learning-oriented reading assessment (LORA)?

4.1 Results of the Research Question 1

***1) Research Question 1*:** To what extent do secondary school students improve English reading ability after implementing learning-oriented reading assessment (LORA)?

This research question explores the reading ability of the students before and after the implementation of the learning-oriented reading assessment (LORA). Moreover, the scores of both groups were compared to investigate how their reading ability was with and without the treatment. The findings were presented below.

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Table 4.1 Findings of English Reading Ability of The Experimental Group

Wilcoxon Signed-Rank Test							
Test		***N***	***M***	**SD**	***Z***	***p***	**Effect size (*r*)**
OVERALL	Posttest	32	15.81	6.05	-2.24	.025*	.40
	Pretest	32	14.41	5.88			
Vocabulary knowledge	Posttest	32	3.69	1.77	-2.50	.012*	.44
	Pretest	32	3.19	1.71			

Table 4.1 Findings of English Reading Ability of The Experimental Group (continued)

Wilcoxon Signed-Rank Test							
Test		***N***	***M***	**SD**	***Z***	***p***	**Effect size (*r*)**
Identify main idea	Posttest	32	3.19	1.53	-2.13	.033*	.38
	Pretest	32	2.72	1.33			
Recognize text structure	Posttest	32	2.91	1.12	-1.17	.242	.21
	Pretest	32	2.56	1.39			
Interpret text meaning (make inference)	Posttest	32	3.00	1.52	-0.64	.521	.11
	Pretest	32	3.13	1.41			
Identify author's purpose	Posttest	32	3.03	1.53	-1.08	.279	.19
	Pretest	32	2.78	1.72			

*$p < .05$

Table 4.1 provides insights for how the experimental group's performance was after the treatment was implemented. The factors that share similarity in terms of the posttest score was higher than the pretest score were Factor 1 (vocabulary knowledge), Factor 2 (identify main ideas), Factor 3 (recognize text structure), and Factor 5 (identify author's purpose). In Factor 1, students' posttest score (M = 3.69, SD = 1.77) was higher than pretest score (M = 3.19, SD = 1.71), and it is the highest among five factors. Turning to Factor 2, students' posttest score (M = 3.19, SD = 1.53) was higher than pretest score (M = 2.72, SD = 1.33). For Factor 3, students' posttest score (M = 2.91, SD = 1.12) was higher than pretest score (M = 2.56, SD = 1.39), and it is the lowest compared to other factors. Lastly, in Factor 5, students' posttest score (M = 3.03, SD = 1.53) was higher than pretest score (M = 2.78, SD = 1.72) as well. Unlike other factors, Factor 4 (interpreting text meanings or inference making) shows different trend as students' posttest score (M = 3.00, SD = 1.52) was lower than the pretest score (M = 3.13, SD = 1.41). However, there was a statistically significant difference for

only Factor 1 and Factor 2 at .01 (z = -2.50, *p* = .012) and .05 (z = -2.13, *p* = .033) respectively. In consideration of the overall score, students' posttest score (M = 15.81, SD = 6.05) was lower than the pretest score (M = 14.41, SD = 5.88), there is a statistically significant improvement among the students after the treatment (z = -2.24, *p* = .025) with the moderate effect size of .40 (Cohen, 1988).

Table 4.2 Findings of English Reading Ability of The Controlled Group

Wilcoxon Signed-Rank Test							
Test		***N***	***M***	**SD**	***Z***	***p***	**Effect size (*r*)[1]**
OVERALL	Posttest	35	16.31	5.47	-3.06	.002*	.52
	Pretest	35	14.71	5.05			
Vocabulary knowledge	Posttest	35	3.43	1.67	-1.89	.059	.32
	Pretest	35	3.00	1.46			
Identify main idea	Posttest	35	3.63	1.37	-1.89	.059	.32
	Pretest	35	3.17	1.60			
Recognize text structure	Posttest	35	2.57	1.12	-1.03	.302	.17
	Pretest	35	2.86	1.22			
Interpret text meaning (making inference)	Posttest	35	3.51	1.52	-2.82	.005*	.48
	Pretest	35	2.69	1.23			
Identify author's purpose	Posttest	35	3.17	1.81	-0.07	.948	.01
	Pretest	35	3.14	1.50			

*$p < .01$

Table 4.2 demonstrates the comparison of pretest and posttest scores of the controlled group. The factors that share similarity in terms of the posttest score was higher that the pretest score were Factor 1 (vocabulary knowledge), Factor 2 (identify main ideas), Factor 4 (interpreting text meanings or inference making), and Factor 5 (identify author's purpose). In Factor 1, students' posttest score (M = 3.43, SD = 1.67) was higher than pretest score (M = 3.00, SD = 1.46). Turning to Factor 2, students'

posttest score (M = 3.63, SD = 1.37) was higher than pretest score (M = 3.17, SD = 1.60), and it is the highest among the five factors. For Factor 4, students' posttest score (M = 3.51, SD = 1.52) was higher than pretest score (M = 2.69, SD = 1.23). Lastly, in Factor 5, students' posttest score (M = 3.17, SD = 1.81) was higher than pretest score (M = 3.14, SD = 1.50) as well. Unlike other factors, Factor 3 (recognize text structure) shows different trend as students' posttest score (M = 2.57, SD = 1.12) was lower than the pretest score (M = 2.86, SD = 1.22), and it is considered as the lowest score compared to other factors. However, there was a statistically significant difference for only Factor 4 at .005 (z = -2.82, *p* = .005). In consideration of the overall score, students' posttest score (M = 16.31, SD = 5.47) was lower than the pretest score (M = 14.71, SD = 5.05), there is a statistically significant improvement among the students after the treatment (z = -3.06, *p* = .002) with the medium effect size of .52 (Cohen, 1988).

Turning to Table 4.3, data gathered from the posttest from both experimental group and controlled group was demonstrated. Students in the experimental group received higher score in their posttest (M = 3.69, SD = 1.77) comparing to the controlled group (M = 3.43, SD = 1.67) for Factor 1 (vocabulary knowledge). In the same way, for Factor 3 (recognize text structure), students received higher score in their posttest (M = 2.91, SD = 1.12) comparing to the controlled group (M = 2.57, SD = 1.12). However, for Factor 2 (identify main idea), students in the experimental group received lower posttest score (M = 3.19, SD = 1.53) than the controlled group (M = 3.63, SD = 1.37). Factor 4 is also the factor that students in the experimental group received lower posttest score (M = 3.00, SD = 1.52) than the controlled group (M = 3.51, SD = 1.52). For the last factor, Factor 5 is the factor that students in the experimental group received lower posttest score (M = 3.03, SD = 1.53) than the controlled group (M = 3.17, SD = 1.81) as well. Regarding the overall, posttest score of the experimental group (M = 15.81, SD = 6.05) was lower than the controlled group (M = 16.31, SD = 5.47). However, this difference is not statistically significant (z = -0.30, *p* = .76). Similarly, there is no statistically significant difference for Factor 1 and Factor 4 in both groups.

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Table 4.3 The Result of the Mann-Whitney U-test of the Posttests of Experimental Group and Controlled Group

	Groups	*N*	*M*	SD	*Z*	*p*	Effect size (*r*)
OVERALL	Experimental	32	15.81	6.05	-0.30	.76	.04
	Controlled	35	16.31	5.47			
Vocabulary knowledge	Experimental	32	3.69	1.77	-0.60	.55	.07
	Controlled	35	3.43	1.67			
Identify main idea	Experimental	32	3.19	1.53	-0.87	.38	.11
	Controlled	35	3.63	1.37			
Recognize text structure	Experimental	32	2.91	1.12	-1.20	.23	.15
	Controlled	35	2.57	1.12			
Interpret text meaning (making inference)	Experimental	32	3.00	1.52	-1.24	.21	.15
	Controlled	35	3.51	1.52			
Identify author's purpose	Experimental	32	3.03	1.43	-0.33	.74	.04
	Controlled	35	3.17	1.81			

In summary, the first research question: To what extent do secondary school students improve English reading ability after implementing learning-oriented reading assessment (LORA)? was answered through the data from the reading test: pretest and posttest. There are two main findings. First, for within groups comparison, the experimental group's pretest and posttest scores were compared using the Wilcoxon Signed Ranks Test. The result shows that there is a statistically significant improvement after the implementation of the LORA. There is also a statistical significance between posttest and pretest scores in the controlled group as well. Second, the posttest scores from the experimental group and the controlled group were compared using the Mann-Whitney U-test. The result revealed that there is no statistically significant difference.

4.2 Results of the Research Question 2

Research Question 2: What are secondary school students' perceptions after implementing learning-oriented reading assessment (LORA)?

Students' perceptions were explored through the questionnaire followed by the semi-structured interviews of six students to gain thorough comprehension towards the aspects of learning-oriented reading assessment (LORA) which are categorized as task, test, teacher's observation, feedback, and redesign. The results were demonstrated on Table 4.4 and will be discussed in the following sections.

Table 4.4 Students' Perceptions Toward Learning-oriented Reading Assessment (LORA) Results

Items	Experimental Group (n=32)		Level of Agreement
	M	SD	
1. Task	**4.04**	**0.73**	**Agree**
1.1 I think reading tasks are to some degree opened for students' options.	4	0.82	Agree
1.2 I think reading tasks are meaningful.	3.5	0.95	Agree
1.3 I think reading tasks are related to the real world.	3.5	0.93	Agree
1.4 I know the objective of the tasks.	3.5	1.03	Agree
1.5 I think the tasks can help me track my reading ability.	3.5	1.02	Agree
1.6 I understand what to do in the tasks well.	4	0.88	Agree
2. Test	**4.16**	**0.75**	**Agree**
2.1 I think reading tests are to some degree opened for students' options.	3.5	0.88	Agree
2.2 I think reading tests are meaningful.	4	0.64	Agree
2.3 I think reading tests are related to the real world.	3	1.09	Not Sure
2.4 I know the objective of the tests.	3	0.93	Not Sure

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Table 4.4 Students' Perceptions Toward Learning-oriented Reading Assessment (LORA) Results (continued)

Items	Experimental Group (n=32)		Level of Agreement
	M	SD	
2.5 I think the tests can help me track my reading ability.	3	0.93	Not Sure
2.6 I think tests are necessary as the reflection of my reading ability.	3.5	0.81	Agree
3. Teacher's Observation	**4.16**	**0.73**	**Agree**
3.1 Teacher informs my current level of reading ability with the learning evidence from task.	4	0.90	Agree
3.2 Teacher informs my current level of reading ability with the learning evidence from test.	4	0.90	Agree
3.3 Teacher provides suitable amount of time to complete the task.	3.5	0.86	Agree
3.4 Teacher provides suitable amount of time to complete the test.	4	0.81	Agree
3.5 Teacher checks up on us during reading task and activity.	3.5	0.91	Agree
3.6 Teacher uses questions to check our comprehension.	3.5	0.82	Agree
4. Feedback	**4.03**	**0.73**	**Agree**
4.1 I think feedback on reading inform my current level of reading ability.	3.5	0.74	Agree
4.2 I think feedback on reading helps improve my reading ability.	3.5	0.92	Agree
4.3 I think I need feedback on reading and use it for my reading lessons.	4	0.79	Agree

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Table 4.4 Students' Perceptions Toward Learning-oriented Reading Assessment (LORA) Results (continued)

Items	Experimental Group (n=32)		Level of Agreement
	M	SD	
4.4 I think I know what to improve from teacher's feedback.	3.5	1.00	Agree
4.5 I think peer feedback helps in reading ability improvement.	3.5	0.97	Agree
4.6 I think using self-assessment form and peer-feedback form is beneficial in improving reading ability.	3.5	1.16	Agree
5. Redesign	**4.09**	**0.73**	**Agree**
5.1 I think redesigned reading task allows me to use feedback for reading improvement.	4	0.90	Agree
5.2 I think redesigned reading test allows me to use feedback for reading improvement.	4	0.84	Agree
5.3 I think redesigned task help improve my reading ability.	3.5	0.80	Agree
5.4 I think redesigned test help improve my reading ability.	4	0.83	Agree
5.5 I take feedback to complete the redesigned test and task.	4	0.74	Agree
5.6 I think teacher allows me to improve my reading.	3.5	0.87	Agree

From Table 4.6, 32 students from the experimental group completed the questionnaire that included 30 items. Although there were 35 students participated in the test, three students were absent from class when the questionnaire was collected. There are six questions for each aspect, and each question required five-rating Likert scale for the level of agreement from the students. The levels include strongly agree (4.50-5.00), agree (3.50-4.49), not sure (2.50-3.49), disagree (1.50-2.49), and strongly

disagree (1.00-1.49). The results are discussed in the next section together with the data gained through semi-structured interview divided by aspects.

4.2.1 Task

The data gained from the questionnaire showed that the level of agreement is at "Agree" (M = 4.04, SD = 0.73) which could be interpreted that most students agree that the tasks helped improve their reading ability in terms of it provided students options (M = 4.00, SD = 0.82), and task instructions were clear (M = 4.00, SD = 0.88). For students' perceptions on task being meaningful (M = 3.50, SD = 0.95), real-world related (M = 3.50, SD = 0.93), purposive (M = 3.50, SD = 1.03), and being a reading ability facilitator (M = 3.50, SD = 1.02), students rated their agreement less than the two statements mentioned. Students' comments from the 10% high group are shown below.

> *"Tasks helped us to read and gain more knowledge of vocabulary words. The task itself was interesting because I got to learn about topics I had never heard of before. Sometimes, it matched with my interest, but sometimes it did not, it depended. I felt that what I read would be presented in the examination so the more I read, the better I could perform in the exam."* (Student 1)

> *"If I could remember the vocabulary taught, I could do understand the passages more. While doing the task, I got a chance to use the vocabulary learned, so it helped when you practiced a lot."* (Student 2)

> "*I felt like every task helped improve reading. I actually got to read and learn new vocabulary words. Especially, vocabulary, that was improved a lot.*" (Student 3)

However, three students selected from those who were among 10% with lower score in their questionnaire results said that the task was difficult in terms of

vocabulary or understanding the passage, even though they thought it was beneficial for their reading.

> *"It was too difficult for me in terms of vocabulary knowledge, finding topics, and main ideas. I could not summarize well enough and could not order the passage in order to comprehend it. However, it helped improve my reading because I had more chances to practice."* (Student 4)

> *"It seemed like a beneficial task, but I was a bit confused. There are some parts I did not see how it would benefit me. For example, making inference where it required me to write out the steps in order to find the inference from the passages. I could not write down the steps."* (Student 5)

> *"The task was well-designed. For me, it depended on the students. If I paid attention, I would definitely do it. But sometimes I just do not want to read the English passage."* (Student 6)"

According to students' opinions and the aspects of task investigated through the LORA questionnaire, it can be concluded that students' perception toward the reading tasks was that they were meaningful as students realized that they had to read more to be better in reading. Moreover, students believed that the reading task was a tool to track their progress. In contrast, there are some students who believed that the vocabulary was too difficult, and some found the task completion confusing for them. For example, when being asked to complete the task by steps, Students 5 discovered that reflecting their thinking process was difficult to do. For Student 6, they believed that the task was somehow beneficial; however, they were not motivated to read when they saw the passage in English.

To sum up, regarding the data gained from the semi-structure interviews of three students from 10% high group based on their questionnaire results, two main themes occurred which were chances to practice reading and vocabulary. The students agreed that the task helped them to practice reading more and they gained more

vocabulary words with the reading lesson provided. However, the level of vocabulary and the design of the task should be varied as some students are not familiar with new words and task that require them to reflect on their reading processes.

4.2.2 Test

In terms of test, the level of agreement is at agree (M = 4.16, SD = 0.75) which was higher than other aspects, except teacher's observation that is equally rated. The statement with the highest score in the test aspect was that students believed test was meaningful (M = 4.00, SD = 0.64). The statements with equal mean score of 3.5 were providing with options (M = 3.50, SD = 0.88) and reflection of reading ability (M = 3.50, SD = 0.81). For the rest of the statement, students' level of agreement was "Not Sure" for perceiving task as real-world related (M = 3.00, SD = 1.09), acknowledging the test objectives (M = 3.00, SD = 0.93), and using test to track reading ability (M = 3.00, SD = 0.93). The details from the semi-structured interview from three participants in the higher score group were demonstrated below.

> *"The test was beneficial to me. The level of vocabulary and difficulty were suitable, which I could tell from how my friends performed in class. Most of my friends passed it. What I wanted the test to improve was the number of questions. I wanted the test to have equal items for every week because I sometimes could not finish the test in time. The use of game like Kahoot would be nice."* (Student 1)

> *"The test helped improve reading in terms of revising what I had learned. While completing the tests, I did not feel like I used what I had learned that much because I used my own feelings to answers the questions instead."* (Student 2)

> *"I liked doing the tests because it had certain level of pressure that acted like a force for me to read."* (Student 3)

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Turning to students from the lower score group, they revealed that even though they found reading tests beneficial, questions with open-ended answers were confusing.

> *"Reading paragraphs or passages, I felt like I did not do well. I had problem with reading aloud and that affected the interpretation of meanings. However, the test made me want to improve myself more."* (Student 4)

> *"It was good having the tests as we could finally learn from our mistakes. However, the open-ended questions could make me lack confidence with my answers. So I would like the test to have a certain answer otherwise I would wonder if I got the correct one or not."* (Student 5)

> *"It was beneficial to me. I could practice more so I would get used to it. Even though it can sometimes be tiring and stressful."* (Student 6)

In conclusion, the semi-structured interview revealed that students found tests made them revised what they had learned. The students' scores from the questionnaire and the interview may be linked to the aspects of test that it helped students track their progress, however they might not perform well due to stress and unfamiliarity with a test format like open-ended questions. This could be linked to why their level of agreement was at "Not Sure" when it came to knowing the test objective.

4.2.3 Teacher's Observation

Students' level of agreement toward teacher's observations was at "Agree" with the highest score similar to test (M = 4.16, SD = 0.73). Students agreed that they were informed about their level of reading using the task evidence (M = 4.00, SD = 0.90), from the test evidences (M = 4.00, SD = 0.90), and time allotted for the test was suitable (M = 4.00, SD = 0.81). For the time allotted for the task (M = 3.50, SD = 0.86), teacher's attention during test and task performing (M = 3.50, SD = 0.91), and using questions to check comprehension (M = 3.50, SD = 0.82), students also agreed

with these statements, but with lower mean scores comparing to the first three statement mentioned. The information gained during the semi-structured interview revealed that students found observation by the teacher useful in a way that they knew they had to try to read the passages. Additionally, they felt they could ask questions anytime which related to receiving immediate and in-person feedback.

> *"When I knew that someone was observing, I felt like I had to pay more attention. It also made me want to read a little bit more. When it came to asking questions, I did not have a courage to ask sometimes because I was not sure if my questions were correct or not."* (Student 1)

> *"When I knew that someone was observing, I felt like I had to pay more attention. It also made me want to read a little bit more."* (Student 2)

> *"Normally, when reading passages, I knew I must read because the teacher would be skeptical. But I felt like I could ask questions anytime."* (Student 3)

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For those who gained the lowest scores from their questionnaire, the transcription is presented below.

> *"I felt more confident when I read because I felt that the teacher helped fix if I did something wrong."* (Student 4)

> *"The teacher paid attention to the students who answered the questions or asked questions. I did not feel like the teacher was observing me that much."* (Student 5)

"The teacher looked around the room and I felt free to ask questions. But I felt frustrated when the teacher took note because I was not sure if my points would be deducted or not." (Student 6)

Above all, teacher's observation can facilitate students in terms of providing immediate feedback or explanation. However, some students felt that they were not observed as much as others, or they had less interaction with the teacher. This can be because taking notes could not directly benefit students and using questions to check comprehension might not be sufficient for every student.

4.2.4 Feedback

Considering the feedback aspect, students' level of agreement was "Agree" (M = 4.03, SD = 0.73). It was considered the lowest aspect from the questionnaire with only one statement got a mean score of 4 which was students needed feedback for reading lessons (M = 4.00, SD = 0.79). The perceptions on getting informed of reading ability by feedback (M = 3.50, SD = 0.74), reading ability improvement (M = 3.50,
SD = 0.92), acknowledging what to improve (M = 3.50, SD = 0.97), and the benefits of self-assessment form and peer-feedback form were at "Agree" level (M = 3.50, SD = 1.16). Considering the high scores group, students' reflections are presented below.

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"Comments from friends were beneficial by making me realize my friends' strength and weakness. When the teacher provided comments, I knew where I should improve. However, when evaluating friends, we tended to help one another by giving high scores. That made me think it might be better if the teacher was the one who scored the tasks. But still, this part helped for reading improvement, and I could take feedback for more revision." (Student 1)

"Getting feedback from either friends or the teacher was good because I could improve myself in many ways. Sometimes I could not find the topics and got

the sentences wrong. But with the feedback, I could edit the work by myself greatly." (Student 2)

"I really liked the feedback because I knew what area I needed improvement. I liked the vocabulary part where I got a chance to assess myself how many words I knew or how many I did not. As well as the evaluation at the end of the lesson, it helped me to know what I did not know." (Student 3)

The transcription of the students from the low score groups is presented below.

"I thought the feedback did not help me change anything that much. But it helped when the test was coming. During the lessons, I did not take feedback so seriously." (Student 4)

"For peer-evaluation, I felt like while we were studying, everyone paid attention to the teacher. We did not really see what our friends were doing all the time that we could evaluate each other. I suggested providing work that we could do together more. For the feedback from teacher, I preferred 1-on-1 feedback more than the holistic one because it would be more straight to the point. For the self-assessment and evaluation, I did not feel like it helped with reading ability that much because sometimes I did not know what I did." (Student 5)

"Peer-evaluation was not practical because my friends did not pay attention to me. Everyone focused on their own. Maybe using extra points would help." (Student 6)

In summary, it can be seen that feedback is beneficial in terms of raising awareness of students' progress and improvement. Moreover, using self-evaluation allowed students to discover the area they needed to improve in order to achieve more in reading. Nevertheless, peer feedback might not reflect the students' progress as students mentioned that some tended to help their friends by giving high scores. Also,

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some students found providing feedback for a whole class was less beneficial than individually.

4.2.5 Redesign

The data from Table 4.6 demonstrates that students had the level of "Agree" with the statements about redesign aspect of LORA (M = 4.09, SD = 0.73), with the highest score in the sense that redesigned task (M = 4.00, SD = 0.90), and test (M = 4.00, SD = 0.84) allowed them to use feedback for improvement; redesign test improved reading (M = 4.00, SD = 0.83); and feedback was used to complete redesign task or test (M = 4.00, SD = 0.74). However, the perceptions on redesigned task received lower score (M = 3.50, SD = 0.80), as well as students believed they were allowed to improve their reading through redesign (M = 3.50, SD = 0.87). Students' opinions from the higher score group are presented below.

> *"I thought the redesign work was useful because every piece of work had its own benefits. Personally, I would try my best to finish the assigned task or test first. If I could not do it, I would change to the redesigned ones. Normally, in reading class, I was struggle with vocabulary. Reading to find the main ideas was fine for me but if there were difficult vocabulary, I could not do it well."* (Student 1)

> *"Redesigned work tended to be easier. I thought if we did something easy, we would not be improved. I would try my best with the original work. Because I knew I would be provided with answer explanations and feedback later on. I could take that to improve myself."* (Student 2)

> *"Redesigned test and task suited me well because when I had to read and summarize, I was struggling. Therefore, the redesigned test or task guided me how to do so. I comprehended more of what and how to do, and took that to the next lessons."* (Student 3)

While students from the high score group believed that redesign is useful,

students from the lower score group have some different opinions as seen below.

> *"In my opinion, I believed the redesigned task was still a bit difficult, though it helped me understand easier. It was also good for making comprehension. It was also helped with the scores because I felt like I could get the scores easier."* (Student 4)

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> *"Personally, if I did not understand some topics, the redesigned tasks or tests on the same topics would not help anyway. Understanding the content was more important to me. Getting more guidance or examples might help, but I wanted to understand the content, like meaning more. Otherwise, I would not be able to do it anyway."* (Student 5)
>
> *"I believed the redesigned task helped a lot because the more I understood what to do, the better I could do. More guidelines helped me a lot, for example, getting topics to match with the paragraphs rather than write our own topics."* (Student 6)

In conclusion, students believed that being guided in redesigned task and test helped them understand what to do more. It can be an option for students when they are struggling and trying to catch up with the lessons. However, some students claimed that they found the redesigned task was not challenging, and doing something easier prevented them from improving their reading skills. While redesigned test allowed them to perform better and receive better scores.

All in all, for the second research question: What are secondary school students' perceptions after implementing learning-oriented reading assessment (LORA)? It was answered by the quantitative data from the questionnaire which five-point Likert scale rating was used. The quantitative data was supported by the qualitative data gathered from the semi-structured interview. It revealed that students agreed that each aspect of LORA helped them with their reading ability. To be specific, it equipped students with the chances to learn and use new vocabulary words, practiced reading, and reflected on their reading progress. However, some students mentioned that the difficulty of vocabulary or the unfamiliar formats of the tasks or tests could be obstacles for them to accomplish the learning goals. The results will be discussed in the next chapter, together with the implications. Recommendations for future research will also be provided.

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CHAPTER 5
DISCUSSION AND CONCLUSION

This chapter concludes and discusses the implications and the recommendations for future research are also provided.

5.1 Summary of the Study

This study investigated the impact of learning-oriented reading assessment (LORA) on Grade 10 secondary school students' English reading ability. The following research questions were examined:

1) To what extent do secondary school students improve English reading ability after implementing learning-oriented reading assessment (LORA)?

2) What are secondary school students' perceptions after implementing learning-oriented reading assessment (LORA)?

The participants were 67 students studying in Grade 10 studying in Prasarnmit Demonstration School (Secondary) located in Bangkok, Thailand. The design of this study was based on LOA framework by Jones and Saville (2016) and reading factors by Grabe and Jiang (2013). The participants participated in pretest, 9-week reading lessons. English reading ability pretest and posttest were implemented to determine the effects of the treatments on students' reading ability after the treatment, followed by the questionnaire and the semi-structured interview. Mean scores and standard deviations of the English reading ability pretest and posttest were compared to determine the effects of the treatments on students' reading ability. Moreover, across the groups, posttest scores were compared as well. The scores of the English reading ability were calculated using the Wilcoxon Signed Ranks Test as the data was not normally distributed, and Cohen's d was also used to calculate the effect size. The posttest scores from both groups were calculated and compared using the Mann-Whitney U-test. The questionnaire provided the quantitative data with means and standard deviations were reported, and thematic analysis was adopted to report the qualitative data obtained from the interview.

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The results showed that there was a statistically significant difference in reading ability after the implementation of LORA. However, when comparing between two groups, there was no statistically significant difference in their reading ability. The qualitative data revealed that students' perceptions toward LORA was positive.

5.2 Discussion

This section provides the discussion regarding reading ability, LORA, and perceptions towards LORA.

5.2.1 Reading Ability

The comparison of English reading pretest and posttest's scores showed statistically significant differences in experimental group where LORA was implemented. Comparing the posttest scores between experimental group and controlled group, the posttest overall score of experimental group was lower than the controlled group. However, this difference was not statistically significant, and the effect size was small. Thus, it can be concluded that there was not enough statistical evidence to claim the effectiveness of LORA implementation between two groups.

As mentioned in in Grabe and Stoller (2019), when reading ability was defined, it was vital to consider the underlying skills, strategies, processes, and knowledge bases that contributed to reading ability. The foundation of most skills in reading was supported by reading comprehension, and it was also the first goal in reading. Therefore, reading comprehension was discussed. According to Jeon and Yamashita (2014) as cited in Grabe and Stoller (2019), the major factors that contributed to L2 reading comprehension were word recognition, knowledge of vocabulary, knowledge of text structure, and L1 reading comprehension. This can support the results in this study in a sense that individual's differences in terms of abilities to recognize words, knowledge of vocabulary, knowledge of text structure, and L1 reading comprehension can affect their performance on the test. Putting all four factors in consideration, after the implementation of LORA, vocabulary knowledge and identifying main idea in the experimental group were the factors that students received higher scores and showed statistical significance (See Table 4.1). When comparing posttest scores of two groups (the experimental and the controlled),

it was observed that after the implementation of LORA, there were only knowledge of vocabulary factor and text structure recognition factor that students received higher scores, but this difference was not statistically significant (See Table 4.5). Therefore, students' ability to recognize words in reading and L1 reading comprehension are the areas to explore.

Considering the levels of reading processes, Factor 1 (vocabulary knowledge) was a lower-level process, while the rest of the factors were higher-level processes. It can be assumed that LORA in this study was effective method used to improve reading ability in terms of vocabulary knowledge. However, for the reading ability that required higher-level processing, there was not enough evidence to claim its effects. A possible explanation would be the variable in the data. The test aimed to test five aspects of reading; however, each student could perform better in certain factors contributing to reading ability but not for others. The vocabulary knowledge and text structure recognition are not the only factors that contribute to reading ability. Some students faced difficulties in convey meanings in English when they were asked to write a summary or answering general comprehension questions as they had limited vocabulary and structure knowledge as observed in the class (See Appendix C). Moreover, from the semi-structured interview in the first question of task aspect (See Appendix H), the reading passages might not be able to draw attention or fully participation for every student. Therefore, their background knowledge and interest could affect the reading test performance according to Grabe and Stoller (2019). This is also in consistency with Afflerbach et al. (2018) that strategies and skills, background knowledge, readers' motivation, and self-esteem were the attributes to successful reading.

5.2.2 Learning-oriented Reading Assessment (LORA)

The implementation of LORA in this study is considered a positive method to use in enhancing reading ability according to the questionnaire results and insights from the semi-structured interview that were used to investigate students' perception toward LORA. This is in consistency with Wicking (2018) whose study showed that students had positive viewpoint in assessment that allowed them to receive feedback and know their learning progresses. Viengsang and Wasanasomsithi (2022) also proposed that involving students in assessment as a part of LOA was proved to be

beneficial. The implementation of LORA and students' perceptions in each aspect are discussed as follows.

Task

The findings from the interviews highlighted that student believed their vocabulary knowledge was enhanced a lot after the implementation of reading tasks which is a factor that contributes to the improvement of their reading ability. Saville stated that the goals of LOA were focusing on students' development and goal setting as cited in Gebril (2021), reading tasks in this study allowed students to be aware of their progress for further improvement. Navaie (2018) implemented LOA in pronunciation class, and it was stated that LOA task was considered as a meaningful task that involved students in engaging activites. Students had chances to interact with one another to complete the tasks as Grabe and Stoller (2019) stated that classroom discussion was a key element to include in reading lessons. Teachers can take this opportunity to observe and provide feedback that is beneficial to students' reading ability as well. Students shared that they found the task helpful as it helped them practice more. This is supported by one of the reading curriculum principles proposed by Grabe (2020) that using reading texts that were purposeful could help students become good readers. The key characteristics of the task in LORA are that it is meaningful and authentic to students. While doing the task, students integrated a variety of reading skills and strategies which were important in improving reading ability as well. Turner and Purpura (2016) mentioned that with the interaction students had with the task provided the evidence of their learning. This is congruent with students' perception that the task in this study helped them track their progress according to the questionnaire results.

Test

The purpose of the test in LORA framework is the assessment that helps inform learning progress of the students (End-of-Unit test). Moreover, it was designed in a way that support learning (End-of-Lesson test). Students in this study found reading tests between the lessons enabled them to track their progress and encouraged the revision. This is in consistence with Grabe (2018) who suggested that reading skills needed to be assess informally or as a formative assessment, not only the

summative assessment. The test also served as the classroom-based assessment and assessment for learning. From the finding on students' perception on test, students agreed that the test was meaningful in their learning. Khan and Hassan (as cited in Gebril, 2021) stated that rather than providing students with an annual report of their learning, progressive report on achievement was promoted more in assessment like LOA. Moreover, a focus on the formative test should be decreased. However, in this study, some test formats that was not in a multiple-choice format can be confusing for students as mentioned in the semi-structed interview (See Appendix H). This can be explained by Grabe and Jiang (2013) who stated that classroom-based assessment was conducted to assess skills learned over a period on specific skills taught. Moreover, it is usually included with various formats, not only the multiple-choice form. A possible explanation to why some students found it less meaningful because the integration of test format could be overwhelming for some students whose knowledge of other aspects like grammar, vocabulary, or lexical are limited. The evidence to this was from the observation (See Appendix C). There were a few students who struggled with interpret meaning of the words or sentences, and some who said they knew the answers, but they could not write it in English. Therefore, this should be put into consideration when the test arrays are designed.

Teacher's observation

In order to keep the record of what happened in the class, teacher's observation was suggested as one of the elements in the early LOA cycle proposed by Turner and Purpura (2016) and Jones and Saville (2016) framework. These researchers also stated that the observation was served as the internal assessment that enabled teachers to provide feedback and redesign task or test in the next lessons. Moreover, it is an opportunity for teachers to ask questions to students to reflect their thoughts which is the practical skill for LOA according to Hamp-Lyons (2017) as cited in Gebril (2021). From students' perception, teacher's observation is beneficial for them in a sense that they are supported, and questions arisen can be answered immediately. This is linked to the success of the task which could be a result from clear instructions and any questions were clarified (Almaki, 2019). Students' perception on teacher's observation was surveyed through the teacher-based

techniques in observing students' performance (Gebril, 2021), namely using learning evidence from task and test to inform progress, giving students time to complete the assignment, checking comprehension, and asking question. Students agreed that these helped guide their learning, especially, when students were informed with feedback that let them know their learning progress. The underlying theory of using observation to provide feedback was explained in Fulcher (2010) that the scaffolding technique played an important role in raising students' awareness of their ability and revealing the area they needed to improve. The observation checklist of this study can be seen in Appendix C, and teacher's observation is linked to the next aspect of LORA, feedback, which will be discussed next.

Feedback

Feedback plays an important role in LORA framework. As studied in Almaki (2019), LOA implementation in speaking showed student's improvement in terms of critical thinking, giving peer feedback, and English language skills. Allowing students to share what needed to be assessed and discussed within the class were encouraged. Students in Almaki's study (2019) also mentioned that the opportunity to reflect on their learning as a part of LOA gave them benefits on writing class beyond their expectation. However, there are both advantages and disadvantages of feedback from students' perception in this study. Students agreeed that feedback helped guide them on their learning. Moreover, they evaluated themselves and their peers which were believed to be valuable in raising awareness of students according to Fulcher (2021). Turning to some students who stated that peer-feedback might not truly reflect their performance because they tended to help one another. Fulcher (2021) stated that students should be able to differentiate between good performance and bad performance for the feedback to be effective. Moreover, the focus on feedback should be on task, not on the assessor's individual needs. Therefore, in this study, some students provided feedback based on their feelings more as observed in the interview (See Appendix H). In this study, students were involved in both self-evaluation and peer-evaluation and give one another feedback. As a result, they have positive opinion toward this implementation. From the interviews, there were some negative themes arose, for example, the format of the test or the unreliable peer-feedback. Grabe

(2020) identified feedback in LOA as forward-looking feedback. The explanation related to the feedback in this study is that it should have led to class discussion among students and teachers. Also in Saito's study (2008), a training on using rubric to assess peers was found to be beneficial to students. However, due to the time limitation with in one lesson, these aspects re missing. Therefore, students were not well-prepared to provide peer feedback that is objective oriented.

Redesign

The redesign is the last step in the cycle, and it allowed teachers to make a decision on the next lessons. From the study by Jones and Saville (2016), redesign can be linked to the macro-level implementation, for example, education policy or curriculum design. However, this study focused on the classroom-level, so the perception of students toward this aspect was explored. According to the findings, most students agree that redesign task enabled them to understand the reading texts and helped increase reading comprehension more. For example, in the finding topic and main idea lessons, the students who were not be able to come up with the topics by themselves, the redesign task comprising options for them to choose and match the topics with the paragraph instead. The task that was redesigned was given to the students who seemed struggle as observed by the teacher. Therefore, its simplified version, or less complexity of the task plays important roles in understand the reading task more. The perception on redesign showed that students agreed that it was beneficial to them as they had an alternative to gain scores and to understand the lessons more. The explanation that related specifically on the redesign aspect of LOA was limited as the previously purposed frameworks perceived it as the process in the cycle, but not the task itself. However, the explanation why students found this helpful to their reading ability was that the redesigned task adjusted according to students' level can be beneficial to students with different background, interest, and knowledge (Grabe and Jiang, 2013) which is a factor to put into consideration when design the reading assessment. However, some opinions on redesign aspect in LORA reveal that it can still be challenging.

5.3 Implications

An implication of this study is the adoption of the key concepts from framework of LORA: designing the lessons that connect task, test, teacher's observation, feedback, and redesign by considering the following aspects:

1) Feedback

LORA focuses on providing timely and constructive feedback to students. This implies that reading lessons should allow students to find the areas they need to improve. By doing so, it is encouraging to train or make agreement with the students in terms of mutual understanding of the criteria. Facilitating students in self-reflection and giving feedback to their peers are also promoted.

2) Formative assessment

LORA emphasizes ongoing and formative assessment practices as it provides valuable insights into student learning and enable timely interventions to address challenges or redesign the next lesson. Reading lessons should regularly enable students to monitor their progress through various forms of tasks and tests that reflect the real-world use of language.

3) Authentic tasks and tests

LORA promotes the use of authentic tasks that match with students interest, background, or culture. Therefore, reading lessons should be designed tasks and tests that require students to apply their language skills in meaningful contexts.

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5.4 Conclusion

This study investigated students' reading ability and perceptions after the implementation of LORA. It can be concluded that there is not enough statistical information to conclude that LORA is effective method. However, the semi-structured interview revealed overall positive perception towards this approach. With the design of the LORA, teachers can relate the lessons to objectives and school policy with the consideration of students' needs as tasks and tests can be redesigned according to students' levels. In terms of observation, it facilitates teacher to record students' learning. From students' perception, teacher's observation is helpful as they felt like

their questions can be answered, and it also promotes interaction between teacher and students. Turning to feedback, it is a useful aspect that students could track their and their friends' progress, therefore, they can identify whether how far or close they are from reaching the goal of learning. Lastly, the redesign task is considered as the task that help students in comprehension. It can also enhance students' understanding of the reading passages more. All in all, in this study, the implementation of LORA might not be significantly different from the regular reading teaching approach. However, students have positive perceptions towards this framework.

5.5 Limitation of the Study

Although this study was carefully designed, there are limitations emerging and should be considered when interpreting the findings.

1. As this study was conducted in a classroom setting, there is a limitation in terms of the sample size that was small. It might not be sufficient for generalizing the findings.

2. Regarding the measurement and data collection, there are some diversities within the set of data. Some data is considered as in a normal distribution, but some data is not. Therefore, this can affect the validity of the data.

3. The semi-structured interview of this study was conducted in a chosen class. As a result, participants, context, and personal experiences should be put into consideration.

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5.6 Recommendations for Further Studies

While this study provides substantial evidence supporting the positive impact of learning-oriented reading assessment (LORA), there is still room for further research which the recommendation are listed below.

1. Future studies could put more time on discovering students' reading ability in terms of their prior knowledge on grammar, L1 reading comprehension, or recognition of meanings at word level. As these are important factors that relate to reading ability. Moreover, it can help guide teachers when planning for the redesign process. To clarify, if teachers know initially that what area each student needs, they can prepare materials or resources for them.

2. Future studies could consider utilizing technology in learning-oriented assessment. The advancement of software that could be used to track or analyzed students' reading ability can lessen teachers' workload in terms of collecting students' performance. Technology can also be helpful in a sense that it allows students to access endless resources or different tiers of reading tasks and tests.

3. Future studies could put students' motivation into consideration. Observing students' needs and interests can boost their level of engagement and motivation to read more. They can be surveyed through questionnaire or other platforms prior to the design of the reading lessons, or between the lessons.

4. Future studies could consider integrating reading with other skills using learning-oriented reading assessment framework as the foundation of lesson planning, test design, and providing feedback. As mentioned in Grabe (2020), reading and writing skills are close knitted as writing can be one form of reflecting what students read.

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Appendix

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Appendix A

Scope and Sequences of Reading Lessons

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Unit	Content	Learning-Oriented Reading Assessment (LORA)				
		Task	**Test**	**Teacher's Observation**	**Feedback**	**Redesign**
Unit 1 The Metaverse						
Lesson 1 What is the metaverse?						
Learning Outcomes 1) Students will be able to identify topics of the passage. 2) Students will be able to identify the meanings of vocabulary from thereading passage.	**Reading Ability:** finding topics **Vocabulary:** proliferation (n.) tech visionaries (n.) virtual reality (n.) augmented reality (n.) exacerbate (v.) cutting-edge (adj.) teleport (v.) abuse (n.) incorporate (v.) game-changer (n.) stepping stone (n.) contradict (v.)	**Get To Know Metaverse:** *Assessment Task* - Match vocabulary from the passage with its meaning. - Find a topic of each paragraph about the metaverse.	**Finding The Right One:** Match the provided sentences with the correct paragraph about the metaverse.	Observation checklist	Students' self-evaluation form	**Topics Match Up:** Match topics and main ideas with the given paragraphs.

Unit	Content	Learning-Oriented Reading Assessment (LORA)				
		Task	**Test**	**Teacher's Observation**	**Feedback**	**Redesign**
Unit 1 The Metaverse						
Lesson 2 How the metaverse will affect your lives						
Learning Outcomes 1) Students will be able to identify main ideas of the passage. 2) Students will be able to describe how their version of metaverse will be after reading the passage.	**Reading Ability:** - finding main ideas - reading comprehension	**More of The Metaverse:** *Assessment Task* - Find the main idea for each paragraph. - Answer the questions after reading.	**Metaverse Story Retold:** Read and rewrite a paragraph by keeping the main idea and use the vocabulary from the passage.	Observation checklist	- Students' self-evaluation form - Peer feedback	**The Metaverse vs Me:** Pick one aspect of the metaverse mentioned in the passage and describe how it will affect your life.

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Unit	Content	Learning-Oriented Reading Assessment (LORA)				
		Task	**Test**	**Teacher's Observation**	**Feedback**	**Redesign**
Unit 1 The Metaverse						
Lesson 3 Revision and End-of-Unit Assessment						
Learning Outcomes 1) Students will be able to identify topics and main ideas of the passage. 2) Students will be able to identify the meanings of vocabulary from the reading passage.	**Can You Find Me?:** *Assessment Task* - Find topics and main ideas	**End-of- Unit Assessment:** - complete the test	Students' test scores	- Students' self-evaluation form	**Choose the main ideas:** - Select the best option	End-of-Unit Test

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Unit	Content	Learning-Oriented Reading Assessment (LORA)				
		Task	**Test**	**Teacher's Observation**	**Feedback**	**Redesign**
Unit 2 Animals Crisis						
Lesson 4 The Shark Crisis						
Learning Outcomes 1) Students will be able to identify the meanings of vocabulary from the reading passage. 2) Students will be able to answer the questions after reading the passages.	**Reading Ability:** - Reading Comprehension Vocabulary: marine ecosystem (n.) distress (n.) decimation (n.) indiscriminate (v.) disintegration (n.) viable (adj.) animal welfare (n.) starvation (n.) scoliosis (n.) entanglement (n.)	**What are these tiny bits?** *Assessment Task* - Complete the paragraph with suitable vocabulary. - Answer the questions and locate the answers in the paragraph.	**Causes of The Crisis:** Create an infographic to demonstrate the crisis and its causes mentioned in the passage.	Observation checklist	**Self-Reflection:** - Did you accomplish the goal of today's lesson? Why or why not? - What do you want to improve more?	**Fill It Out:** Complete the graphic organizer about the crisis and the causes.

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Unit	Content	Learning-Oriented Reading Assessment (LORA)				
		Task	**Test**	**Teacher's Observation**	**Feedback**	**Redesign**
Unit 2 Animals Crisis						
Lesson 5 Bees						
Learning Outcomes 1) Students will be able to identify the meanings of vocabulary from the reading passage. 2) Students will be able to create a graphic organization to summarize texts after reading the passages.	**Reading Ability:** - reading comprehension **Vocabulary** cascading effect (n.) pollination (n.) vulnerable (adj.) abundance (adj.) decline (v.) precipitation (n.) drastically (adv.) habitat loss (n.) pesticide (n.)	**Climate Crisis and Bees:** *Assessment Task* - Read the passage and answer the questions	**What's next?** Create a graphic organization from the passage to show the causes and effects that happened when the number of bees is changed	Observation checklist	**Self-Reflection:** - Did you accomplish the goal of today's lesson? Why or why not? - If you could do this task again, what would you do differently? How and why?	**Categorize Me:** Put the situation given into the correct categories: Affected or Non-Affected.

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Unit	Content	Learning-Oriented Reading Assessment (LORA)				
		Task	**Test**	**Teacher's Observation**	**Feedback**	**Redesign**
Unit 2 Animals Crisis						
Lesson 6 Revision and End-of-Unit Test						
Learning Outcomes 1) Students will be able to identify the meanings of vocabulary from the reading passage. 2) Students will be able to answer the questions after reading the passages.	End-of-Unit Test	**Where are they from?:** *Assessment Task* - Use the vocabulary from lesson 4-5 to complete the sentences. - Identify where the sentences should be in which paragraph of both passages.	**End-of-Unit Assessment:** - complete the test	- Students' test scores	- Students' self-evaluation form	**Choose the main ideas:** - Choose the vocabulary given from lesson 4-5 to complete the sentences. - Identify the passage that each sentence belongs to.

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Unit	Content	Learning-Oriented Reading Assessment (LORA)				
		Task	**Test**	**Teacher's Observation**	**Feedback**	**Redesign**
Unit 3 What Do You Mean?						
Lesson 7 Can you notice that?						
Learning Outcomes 1) Students will be able to identify authors' purposes. 2) Students will be able to answer the questions after reading the notices.	**Reading Ability** - Identifying author's purposes - Reading comprehension	**This Notice Belongs to…:** *Assessment Task* - Match the notices with the situations given. - Answer the questions from the notices.	**A Notice Creator:** Create a piece of notice and identify its purpose.	Students' self-evaluation and peer-evaluation	- Students' self-evaluation form - Peer feedback	**The Missing Pieces**: Match the pieces of information to the notice they belong to.

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Unit	Content	Learning-Oriented Reading Assessment (LORA)				
		Task	**Test**	**Teacher's Observation**	**Feedback**	**Redesign**
Unit 3 What Do You Mean?						
Lesson 8 Ads are everywhere!						
Learning Outcomes 1) Students will be able to make inferences from the passage they have read. 2) Students will be able to answer the questions after reading the ads.	**Reading Ability** - Making inference - Reading comprehension	**This Means That…:** *Assessment Task* - Make inference from the ads and passages. - Answer the questions after reading.	**Can You Guess Mine?:** Create a short passage or a dialogue and take turn making inference.	Students' self-evaluation and peer-evaluation	- Students' self-evaluation form - Peer feedback	**Where Are The Clues?:** Underline the clues that enable you to make inferences.

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Unit	Content	Learning-Oriented Reading Assessment (LORA)				
		Task	**Test**	**Teacher's Observation**	**Feedback**	**Redesign**
Unit 3 What Do You Mean?						
Lesson 9 Revision and End-of-Unit Test						
Learning Outcomes 1) Students will be able to make inferences from the passage they have read. 2) Students will be able to answer the questions after reading the ads.	**Reading Ability** - Making inference - Reading comprehension	**Unit Review:** Discuss with your peers about the purposes of the ads and notices provided below and write the purposes for each down in the space below.	**End-of-Unit Assessment:** - complete the test	- Students' test scores	- Students' self-evaluation form	**Fill It Out:** Complete the sentences below to identify the purposes of the notices/ads given.

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Appendix B

Reading Material

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

ENGLISH READING MATERIALS

UNIT 1

METAVERSE

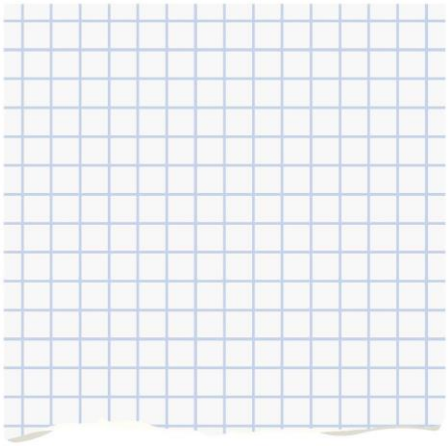
Name_____ M.4__ No.___

UNIT 1 Lesson 1

METAVERSE

TASK Get to know the metaverse

A. Write the names of social media platforms you use.



B. Have you ever heard of Metaverse? If 'Yes', write down what you know about it. If 'No', make predictions what it is like.

Assessment Task

C. Vocabulary

Directions: Match the vocabulary with its definition.

1.____ proliferation (n.)
2.____ tech visionaries (n.)
3.____ virtual reality (n.)
4.____ augmented reality (n.)
5.____ exacerbate (v.)
6.____ cutting-edge (adj.)
7.____ teleport (v.)
8.____ abuse (n.)
9.____ incorporate (v.)
10.____ game-changer (n.)
11.____ stepping stone (n.)
12.____ contradict (v.)

a. an event or experience that helps you achieve something
b. a technology that places a computer-generated image or digital elements on a user's view
c. a person with original ideas about what the future of technology will or could be like.
d. to make something bad even worse
e. the image or environment that is almost similar to reality, and sometimes, replaces real life
f. to say something opposite or be different from the other
g. to move from one place to another
h. the use of something in a way that is harmful or morally wrong
i. something that affects another thing a lot
j. to include something as a part of another thing
k. latest or most advanced
l. increasing a lot and suddenly

Self Assessment

Vocabulary I don't know:	Vocabulary I already know:	My score:
		____ / 12

2

Assessment Task

D. Reading

Directions: Read the article below and write the topic for each paragraph.

Facebook CEO Mark Zuckerberg's Thursday announcement that he's changing his company's name to Meta Platforms Inc., or Meta for short, might be the biggest thing to happen to the metaverse since science fiction writer Neal Stephenson created the term for his 1992 novel "Snow Crash."

But Zuckerberg and his team are hardly the only tech visionaries with ideas on how the metaverse, which will employ a mix of virtual reality and other technologies, should take shape. And some who've been thinking about it for a while have concerns about a new world tied to a social media giant that could get access to even more personal data and is accused of failing to stop the proliferation of dangerous misinformation and other online harms that exacerbate real-world problems.

Think of it as the internet brought to life. Zuckerberg has described Metaverse as a "virtual environment" that you can go inside — instead of just looking at on a screen. Essentially, it's a world of endless, interconnected virtual communities where people can meet, work and play, using virtual reality headsets, augmented reality glasses, smartphone apps or other devices. It also will incorporate other aspects of online life such as shopping and social media, according to Victoria Petrock, an analyst who follows emerging technologies. "It's the next evolution of connectivity where all of those things start to come together in a seamless, doppelganger universe, so you're living your virtual life the same way you're living your physical. life," she said.

3

Things like go to a virtual concert, take a trip online, and buy and try on digital clothing. The metaverse also could be a game-changer for the work-from-home shift amid the coronavirus pandemic. Instead of seeing co-workers on a video call, employees could see them virtually. "A lot of the metaverse experience is going to be around being able to teleport from one experience to another," Zuckerberg says. Tech companies still have to figure out how to connect their online platforms to each other. Making it work will require competing technology platforms to agree on a set of standards, so there aren't "people in the Facebook metaverse and other people in the Microsoft metaverse," Petrock said.

Zuckerberg is going big on what he sees as the next generation of the internet because he thinks it's going to be a big part of the digital economy. He expects people to start seeing Facebook as a metaverse company in coming years rather than a social media company. However, critics wonder if it could be an effort to distract from the company's crises, including antitrust crackdowns, information from former employees and concerns about its handling of misinformation. Former employee, Frances Haugen, has accused Facebook's platforms of harming children and increasing political violence after copying internal research documents and turning them over to the U.S. Securities and Exchange Commission. They also were provided to a group of media outlets, including The Associated Press, which reported numerous stories about how Facebook prioritized profits over safety and hid its own research from investors and the public.

Zuckerberg has acknowledged that "no one company" will build the metaverse by itself. Other companies talking up the metaverse include Microsoft and chipmaker Nvidia.
"We think there's going to be lots of companies building virtual worlds and environments in the metaverse, in the same way there's been lots of companies doing things on the World Wide Web," said Richard Kerris, vice president of Nvidia's Omniverse platform. "It's important to be open, so you can teleport to different worlds whether it's by one company or another company, the same way I go from one web page to another web page." Video game companies also are taking a leading role. Game platform Roblox is a big player, giving its vision of the metaverse as a place where "people can come together within millions of 3D experiences to learn, work, play, create and socialize." Consumer brands are trying to jump on the trend, too. Italian fashion house Gucci collaborated in June with Roblox to sell a collection of digital-only accessories. Coca-Cola and Clinique have sold digital tokens pitched as a stepping stone to the metaverse.

Zuckerberg sees the metaverse in some ways contradicts to a central idea of the biggest enthusiasts. They envision the metaverse as online culture's liberation from tech platforms like Facebook that controlled ownership of people's accounts, photos, posts and playlists and traded off what they collected from that data. "We want to be able to move around the internet freely, but we also want to be able to move around the internet in a way we're not tracked and monitored," said venture capitalist Steve Jang. It seems clear that Facebook wants to carry its business model, which is based on using personal data to sell targeted advertising, into the metaverse. "Ads are going to continue being an important part of the strategy across the social media parts of what we do, and it will probably be a meaningful part of the metaverse, too," Zuckerberg said in the company's most recent earnings call. Petrock she said she's concerned about Facebook trying to lead the way into a virtual world that could take even more personal data and offer greater potential for abuse and misinformation when it hasn't fixed those problems in its current platforms.

TEST

Finding The Right One

Directions: Look at the sentences provided, match each of them with the paragraph they belong (Pages 3-5) by writing a number of a paragraph.

1. The term, metaverse, was created by Neal Stephenson in his 1992 novel Snow Crash to describe a virtual world in wide use in his imagined future, a 21st-century dystopia.
   Paragraph _____
2. There were a rumor from insiders about Facebook selling private information.
   Paragraph _____
3. Epic Games, the company behind the popular Fortnite video game, has raised $1 billion from investors to help with its long-term plans for building the metaverse.
   Paragraph _____
4. Some people believe Facebook's metaverse is used as a tool to cover Facebook's failure on safety.
   Paragraph _____
5. Brands are adapting themselves into the metaverse.
   Paragraph _____
6. The metaverse will be found in many parts of the society.
   Paragraph _____
7. It is considered as a platform that connects people together.
   Paragraph _____
8. Some people want their personal data to be private on the metaverse.
   Paragraph _____

My score: _____ / 8

FEEDBACK

Self-Evaluation Form

Directions: Use the form below to evaluate yourself by checking 'Yes' if the statement applies to you, and checking 'No' if the statement does not apply to you.

Statement	Yes	No
1. I can apply what I have learned to complete the task.		
2. I can apply what I have learned to complete the test.		
3. Overall, I understand the lesson well.		
4. After completing the task and the test, I need more revision on this topic.		

Comment

_____

_____

_____

_____

_____

REDESIGN

Topics Match Up

Directions: Match the given topics to the paragraphs they belong to.

A. What the metaverse is

B. Criticism towards Facebook

C. The metaverse and personal data

D. Things you can do in the metaverse

E. Brands and companies joining the metaverse

Facebook CEO Mark Zuckerberg's Thursday announcement that he's changing his company's name to Meta Platforms Inc., or Meta for short, might be the biggest thing to happen to the metaverse since science fiction writer Neal Stephenson created the term for his 1992 novel "Snow Crash."

But Zuckerberg and his team are hardly the only tech visionaries with ideas on how the metaverse, which will employ a mix of virtual reality and other technologies, should take shape. And some who've been thinking about it for a while have concerns about a new world tied to a social media giant that could get access to even more personal data and is accused of failing to stop the proliferation of dangerous misinformation and other online harms that exacerbate real-world problems.

1.

Think of it as the internet brought to life. Zuckerberg has described Metaverse as a "virtual environment" that you can go inside – instead of just looking at on a screen. Essentially, it's a world of endless, interconnected virtual communities where people can meet, work and play, using virtual reality headsets, augmented reality glasses, smartphone apps or other devices. It also will incorporate other aspects of online life such as shopping and social media, according to Victoria Petrock, an analyst who follows emerging technologies. "It's the next evolution of connectivity where all of those things start to come together in a seamless, doppelganger universe, so you're living your virtual life the same way you're living your physical. life," she said.

8

2.

Things like go to a virtual concert, take a trip online, and buy and try on digital clothing. The metaverse also could be a game-changer for the work-from-home shift amid the coronavirus pandemic. Instead of seeing co-workers on a video call, employees could see them virtually. "A lot of the metaverse experience is going to be around being able to teleport from one experience to another," Zuckerberg says. Tech companies still have to figure out how to connect their online platforms to each other. Making it work will require competing technology platforms to agree on a set of standards, so there aren't "people in the Facebook metaverse and other people in the Microsoft metaverse," Petrock said.

3.

Zuckerberg is going big on what he sees as the next generation of the internet because he thinks it's going to be a big part of the digital economy. He expects people to start seeing Facebook as a metaverse company in coming years rather than a social media company. However, critics wonder if it could be an effort to distract from the company's crises, including antitrust crackdowns, information from former employees and concerns about its handling of misinformation. Former employee, Frances Haugen, has accused Facebook's platforms of harming children and increasing political violence after copying internal research documents and turning them over to the U.S. Securities and Exchange Commission. They also were provided to a group of media outlets, including The Associated Press, which reported numerous stories about how Facebook prioritized profits over safety and hid its own research from investors and the public.

4.

Zuckerberg has acknowledged that "no one company" will build the metaverse by itself. Other companies talking up the metaverse include Microsoft and chipmaker Nvidia.
"We think there's going to be lots of companies building virtual worlds and environments in the metaverse, in the same way there's been lots of companies doing things on the World Wide Web," said Richard Kerris, vice president of Nvidia's Omniverse platform. "It's important to be open, so you can teleport to different worlds whether it's by one company or another company, the same way I go from one web page to another web page." Video game companies also are taking a leading role. Game platform Roblox is a big player, giving its vision of the metaverse as a place where "people can come together within millions of 3D experiences to learn, work, play, create and socialize." Consumer brands are trying to jump on the trend, too. Italian fashion house Gucci collaborated in June with Roblox to sell a collection of digital-only accessories. Coca-Cola and Clinique have sold digital tokens pitched as a stepping stone to the metaverse.

5.

Zuckerberg sees the metaverse in some ways contradicts to a central idea of the biggest enthusiasts. They envision the metaverse as online culture's liberation from tech platforms like Facebook that controlled ownership of people's accounts, photos, posts and playlists and traded off what they collected from that data. "We want to be able to move around the internet freely, but we also want to be able to move around the internet in a way we're not tracked and monitored," said venture capitalist Steve Jang. It seems clear that Facebook wants to carry its business model, which is based on using personal data to sell targeted advertising, into the metaverse. "Ads are going to continue being an important part of the strategy across the social media parts of what we do, and it will probably be a meaningful part of the metaverse, too," Zuckerberg said in the company's most recent earnings call. Petrock she said she's concerned about Facebook trying to lead the way into a virtual world that could take even more personal data and offer greater potential for abuse and misinformation when it hasn't fixed those problems in its current platforms.

Name_____ M.4__ No.___

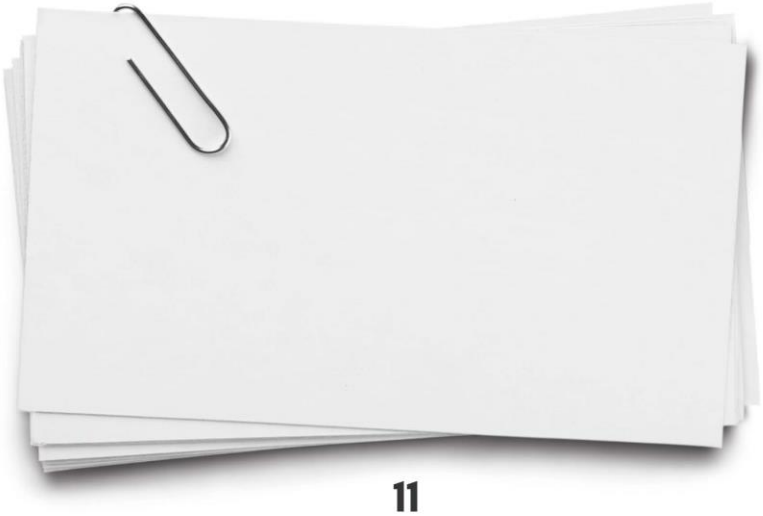
UNIT 1 Lesson 2

METAVERSE

TASK How the metaverse will affect your lives

A. What do you think your life will be with the metaverse?

B. What are some brands or companies you know making uses of the metaverse?



Assessment Task

D. Reading Comprehension

Directions: Read the passage on page 3-5, and answer the questions below.

1. According to the passage, what is Metaverse?

.....

.....

.....

2. What are some examples of things you can do using the Metaverse?

.....

.....

.....

3. Can Facebook be able to succeed creating Metaverse alone? Why?

.....

.....

.....

4. Why does Facebook use our personal data?

.....

.....

.....

5. What are some criticism towards Facebook according to the passage?

.....

.....

.....

My score:

_____

5

Assessment Task

C. Finding the main ideas

Directions: Work in pair, read the passage on page 3-5, and find the main idea for each paragraph.

1.

2.

3.

4.

5

Self Assessment

The items I am sure about the answer:	The items I am not sure about the answer:	My score:
		____ / 5

TEST

Metaverse Story Retold

Directions: Read the passage again and write a summary paragraph of 100-150 words. Also, keep the main idea of the passage.

FEEDBACK

Self-Evaluation Form

Directions: Use the form below to evaluate yourself by checking 'Yes' if the statement applies to you, and checking 'No' if the statement does not apply to you.

Statement	Yes	No
1. I can apply what I have learned to complete the task.		
2. I can apply what I have learned to complete the test.		
3. Overall, I understand the lesson well.		
4. After completing the task and the test, I need more revision on this topic.		

Peer-Feedback Form

Directions: Use the form below to evaluate your friend by checking 'Yes' if the statement applies to them, and checking 'No' if the statement does not apply to them.

Statement	Yes	No
1. During group work, the members discussed how to complete the task.		
2. During group work, the members applied what they have learned to complete the task.		
3. During group work, the members provided feedback to one another.		

Comment

_____

_____

_____

_____

REDESIGN

Name..... No..... M.4 Major.....

Sum It UP

Directions: Complete the summary by filling in each blank with the suitable word or phrase given.

Metaverse/ virtual world/ abuse/ concerns/ profits/ doppelganger/ collaborates/ advertising/ possibly/ socialize

The metaverse is the 1) _____ that connects people together and it is like a(n) 2) _____ of our real life. Metaverse allows us to do many things such as attending a concert, going shopping, or working. However, there are some 3) _____ about how Facebook handles our personal information and also its focus on 4) _____ more than securities. Facebook 5) _____ with many other companies to build the space where people can 6) _____. Tracking its users' personal data for targeted 7) _____ of products or services we are interested is still a Facebook business model in the Metaverse. It is believed that Facebook may use 8) _____ as the tool to gain even more of our personal data, and that could 9) _____ lead to the 10) _____ of our data.

My score:

_____

10

UNIT 1 Lesson 3

REVIEW

TASK

CAN YOU FIND ME?

Assessment Task

A. Read the passages below and find the topic for each passage and underline the sentence that is the main idea.

1 People prefer small cars for many reasons. For example, they are cheaper to purchase. They use less petrol than larger cars. Moreover, in big cities they are easier to park. Eventually, people can save their money, particularly in maintenance.

- Topic of this passage is

.....

.....

- Underline the sentence where the main idea is.

2 There are many reasons why millions of Americans move and emigrate every year. Some move to find better jobs or to advance their occupations. Others are attracted to places with better environment and weather. Still others really want to move to a place with less crime. Eventually, many Americans want to move to a place with a lower cost of living.

- Topic of this passage is

.....

.....

- Underline the sentence where the main idea is.

3 Presently, a large number of men are employed in what were traditionally women's job. For example, there are now twice as many male nurses as there used to be 10 years ago. From 1980 to present, the number of male telephone operators has nearly doubled and the number of male secretaries has been up to 35%. However, there is not any idea about how much more efficiently they are.

- Topic of this passage is

.....

.....

- Underline the sentence where the main idea is.

4 For foreign visitors, there is a lot to do in Bangkok Metropolitan. Firstly, there are many magnificent temples to see, such as, Dawn Temple (Wat Arun Ratchawararam), Marble Temple (Wat Benchamabophit). Also, it is the cultural center of Kingdom in which visitors can see various splendid antique Buddha Statues. Besides, Thai food is very fascinating, particularly Tum Yum Kung and Papaya Pok-Pok. It is believed that if any visitors have a chance to taste, they will never forget it. Finally, they can see many wonderful things in Bangkok Metropolitan both negative and positive, for example, during rush hour some visitors may spend nearly a few hours in traffic's congestion. Spontaneously, they can see a lot of smiling people walking along the street.

- Topic of this passage is

.....

.....

- Underline the sentence where the main idea is.

5 Phuket island is a nice place to take a vacation. It is the biggest island of Thailand where thousands of tourists often spend their vacation every year. It is always sunny and warm. Sometimes it rains heavily but never floods. The beaches of Phuket are very gorgeous with soft, white sand and beautiful, blue water. There are many fine hotels and restaurants in every Phuket's beaches and most of big hotels offer terrific entertainment every-day, such as, spa, sauna and massage in Thai style, music and dancing. Moreover, it is not expensive for any tourists who come from different parts of the world. The cost of services is unbelievably - cheap.

- Topic of this passage is

.....

.....

- Underline the sentence where the main idea is.

My score:

____

5

REDESIGN

Name..... No..... M.4 Major.....

Choose the main idea.

A. Read the passages below and choose the topic and the main idea for each.

1 People prefer small cars for many reasons. For example, they are cheaper to purchase. They use less petrol than larger cars. Moreover, in big cities they are easier to park. Eventually, people can save their money, particularly in maintenance.

A. What is the topic of this passage?

a. small cars
b. larger cars
c. save money on cars

B. What is the main idea of this passage?

a. People prefer small cars for many reasons.
b. Small cars are cheaper.
c. People can save money on maintainance.

2 There are many reasons why millions of Americans move and emigrate every year. Some move to find better jobs or to advance their occupations. Others are attracted to places with better environment and weather. Still others really want to move to a place with less crime. Eventually, many Americans want to move to a place with a lower cost of living.

A. What is the topic of this passage?

a. better jobs opportunites
b. Americans' emigate
c. cost of living

B. What is the main idea of this passage?

a. Eventually, many Americans want to move to a place with lower cost of living.
b. Others want to move to a place with less crime.
c. There are many reasons why millions of American move and emigate every year.

REDESIGN

3 Presently, a large number of men are employed in what were traditionally women's job. For example, there are now twice as many male nurses as there used to be 10 years ago. From 1980 to present, the number of male telephone operators has nearly doubled and the number of male secretaries has been up to 35%. However, there is not any idea about how much more efficiently they are.

A. What is the topic of this passage?

a. male nurses
b. number of male jobs
c. men's and women's jobs

B. What is the main idea of this passage?

a. There are now twice as many male nurses as there used to be.
b. A large number of men are employed in what were traditionally women's job.
c. There is not any idea about how much more efficient they are.

4 For foreign visitors, there is a lot to do in Bangkok Metropolitan. Firstly, there are many magnificent temples to see, such as, Dawn Temple (Wat Arun Ratchawararam), Marble Temple (Wat Benchamabophit). Also, it is the cultural center of Kingdom in which visitors can see various splendid antique Buddha Statues. Besides, Thai food is very fascinating, particularly Tum Yum Kung and Papaya Pok-Pok. It is believed that if any visitors have a chance to taste, they will never forget it. Finally, they can see many wonderful things in Bangkok Metropolitan both negative and positive, for example, during rush hour some visitors may spend nearly a few hours in traffic's congestion. Spontaneously, they can see a lot of smiling people walking along the street.

A. What is the topic of this passage?

a. foreigners in Bangkok
b. things to do in Bangkok
c. attractions in Bangkok

B. What is the main idea of this passage?

a. There is a lot to do in Bangkok.
b. There are many magnificent temples to see.
c. Thai food is very fascinating.

REDESIGN

5 Phuket island is a nice place to take a vacation. It is the biggest island of Thailand where thousands of tourists often spend their vacation every year. It is always sunny and warm. Sometimes it rains heavily but never floods. The beaches of Phuket are very gorgeous with soft, white sand and beautiful, blue water. There are many fine hotels and restaurants in every Phuket's beaches and most of big hotels offer terrific entertainment every-day, such as, spa, sauna and massage in Thai style, music and dancing. Moreover, it is not expensive for any tourists who come from different parts of the world. The cost of services is unbelievably - cheap.

A. What is the topic of this passage?

a. Phuket
b. islands of Thailand
c. Phuket's weather

B. What is the main idea of this passage?

a. Phuket is always sunny and warm.
b. The cost of services is unbelievably.
c. Phuket island is a nice place to take a vacation.

My score:

_____
5

FEEDBACK

Self-Evaluation Form

Directions: Use the form below to evaluate yourself by checking 'Yes' if the statement applies to you, and checking 'No' if the statement does not apply to you.

Statement	Yes	No
1. I can apply what I have learned to complete the task.		
2. I can apply what I have learned to complete the test.		
3. Overall, I understand the lesson well.		
4. The review helps me understand the lesson better.		
5. I understand what I have learned in this unit at least 60%		

Comment

_____

_____

_____

_____

References

Mandal, T. (2022). Paragraph on Aim in Life. English Luv. https://englishluv.com/paragraph-on-aim-in-life/

O'Brien, M. & Chan, K. (2021, October 29). Explainer: What is the metaverse and how will it work?. AP. https://apnews.com/article/meta-facebook-explaining-the-metaverse-f57e01cd5739840945e89fd668b0fa27

Unit 2 Lesson 4

ANIMALS CRISIS

Name.....No..... Major.....

Name.....No..... Major.....

TASK

What are these tiny bits?

Directions: Look at the picture and answer the questions.

Source: iStock

1. What do you know about this picture?

.....

.....

.....

2. Can it be harmful? Why or why not?

.....

.....

.....

Vocabulary

Directions: Guess the meaning of each vocabulary.

..... 1. animal welfare (n.)
..... 2. decimation (n.)
..... 3. disintegration (n.)
..... 4. distress (n.)
..... 5. indiscriminate (v.)
..... 6. marine ecosystem (n.)
..... 7. scoliosis (n.)
..... 8. starvation (n.)
..... 9. viable (adj.)
..... 10. entanglement (n.)

a. complex of living things in the ocean environment
b. painful or suffering
c. be able to work successfully
d. the act of breaking something into parts
e. a condition in which a person's spine has a sideways curve
f. suffering or death caused by hunger
g. the well-being of non-human animals
h. a reduction of something dramatically
i. the action or fact of becoming twisted together
j. not showing careful choice or planning, especially so that harm results

Vocabulary I don't know:	Vocabulary I already know:	My score:
		___ 10

Unit 2 Lesson 4
Assessment Task

THE SHARK CRISIS

The Shark Crisis

Directions: Read a paragraph and use the vocabulary from page to fill in each blank.

They were once these fearsome silver whites, speedy fins and jaws that thrived down the deepest ocean beds and across bays and beaches. Beginning with the Whale sharks through the great whites, sharks have always helped balance the 1) ..... by maintaining the population of certain species in healthy levels.

They are still around, however in much fewer numbers and in 2)..... . Recent years have seen the 3) ..... of shark population from 'endangered' to 'critically endangered' to 'threatened'. What is more alarming than the rapid decline in shark numbers, is the pathetic condition of the living ones.

These ferocious and powerful animals are heading towards near-extinction due to 4)..... hunting and plastic pollution. Here's how we've let these gorgeous creatures down:

Plastic fibers or particles of thickness 5mm or less are termed microplastics. They are either manufactured or formed out of larger chunks of plastics when they are subjected to UV rays, wind and waves.

Microplastics are of greater threat to the ocean and marine lives than their macro parts. Upon 5)....., or breaking into pieces, the microplastics now able to release toxins. Secondly, the smaller particles are now 6)..... for consumption by zooplanktons and fish larvae which are parts of the bottom of the marine food chain. With small fish feeding on zooplanktons and larger fish on smaller ones, the microplastics find their way into larger fish.

With the several thousand tons of plastic waste afloat the oceans and natural scavenging of marine animals this plastic ends up in their food tract. This may eventually cause their death by 7)..... in some animals. In others, the ingested plastic disintegrates into much smaller microplastics which release toxins and are a direct threat to their lives and an indirect threat to the higher animals preying on these animals.

There are several hundred recorded instances of shark deaths from getting caught into drifting nets or plastic waste, although the actual number is feared to be far higher. Discarded or lost fishing gear cause the majority of the 8).....s. These do not result in immediate death but certainly raise a red flag on 9) ..... concern. In one tragic case, a shortfin mako shark was caught in a fishing rope and continued to grow in spite of it. This resulted in the fishing rope digging deep into its flesh and causing 10) ..... in its spine.

Despite the horrific, plastic entanglements are still not considered a major threat to the future of shark population. That would still be owing to reckless killing. But the animal welfare concerns over grievous wounds, due to entanglements, leading to eventual death are under the scanner.

Unit 2 Lesson 4
Assessment Task

THE SHARK CRISIS

The Shark Crisis

Directions: Read a paragraph and answer the follwoing questions.

1. How do sharks benefit the marine ecosystem?
   The answer is in line _____
   _____
   _____

2. What are two main reasons mentioned in the passage that cause the reduction of sharks?
   The answer is in line _____
   _____
   _____

3. What is the tendency of sharks population now?
   The answer is in line _____
   _____
   _____

4. What is the danger of microplastic as mentioned in the passage?
   The answer is in line _____
   _____
   _____

5. What can be the causes of entanglement in sharks by fishing gears?
   The answer is in line _____
   _____
   _____

My score:

__
5

Self-Reflection

Directions: Choose YES or NO that is related to you the most for each statement, and provide details if necessary.

Statement	Yes	No
1. I am sure about the answers for the questions aboveat least 3 out of 5?	○	○
2. I can locate where the answers are at least 3 out of 5 of the questions above?	○	○
3. As a whole, I understand what the passage is about.	○	○
4. I can do the task without help.	○	○
5. I feel struggle while I am reading the passage.	○	○

If yes, please explain how.

_____
_____
_____

Unit 2 Lesson 4

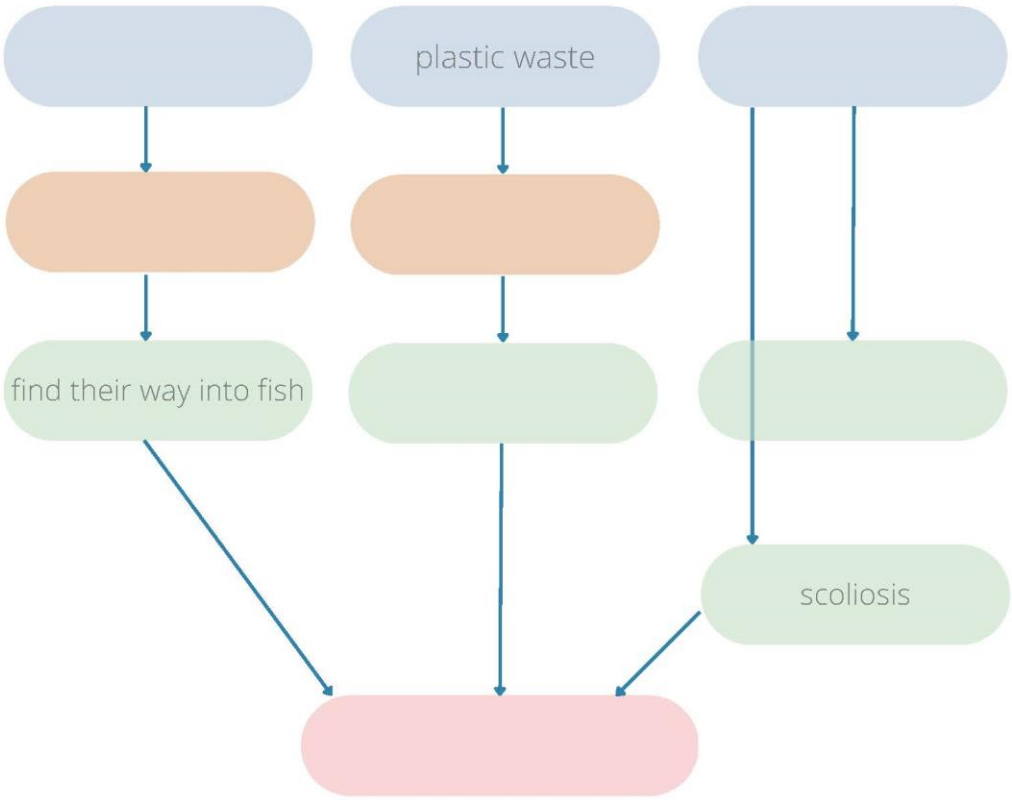
THE SHARK CRISIS

TEST

Causes of The Crisis

Directions: Read the passage and create an infographic to demonstrate the crisis toward sharks and its causes.

How Shark Population Decline



FEEDBACK

Self-Evaluation Form

Directions: Use the form below to evaluate yourself by checking 'Yes' if the statement applies to you, and checking 'No' if the statement does not apply to you.

Statement	Yes	No
1. Do you think you accomplish the goal of this lesson?		

How?

_____

_____

_____

2. What do you want to improve more?

_____

_____

_____

_____

_____

Unit 2 Lesson 4

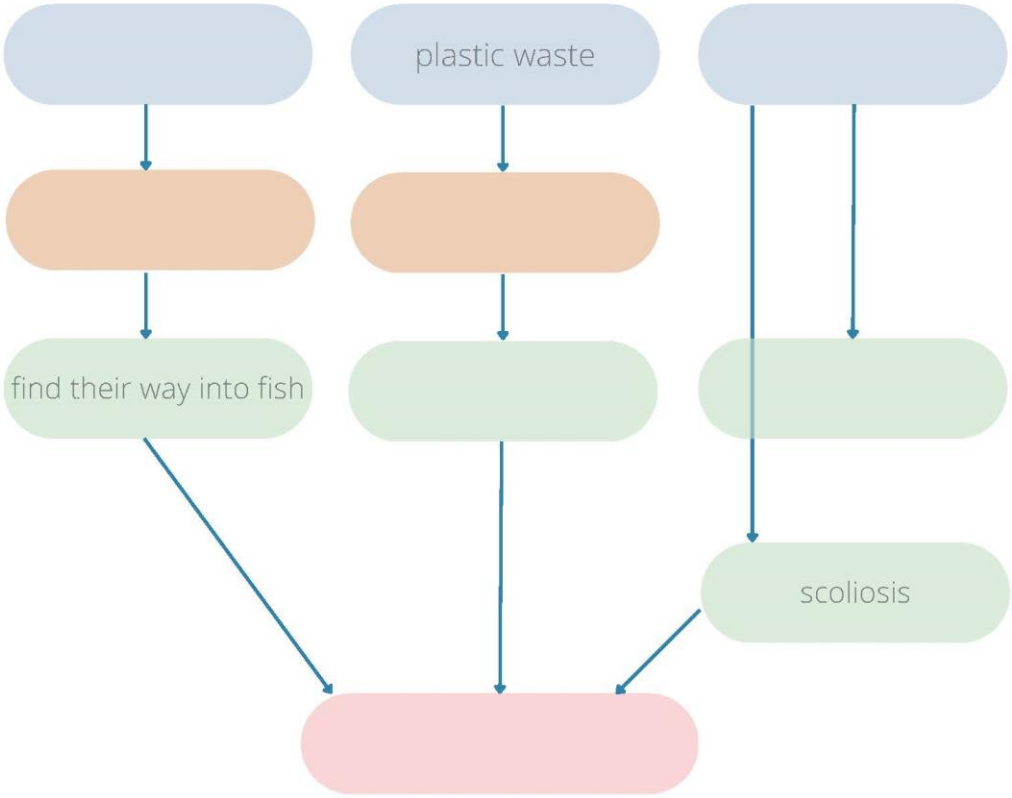
THE SHARK CRISIS

REDESIGN

Fill It Out!

Directions: Read the passage and complete the infographic using the words or phrases given.

How Shark Population Decline



A. microplastic
B. fishing gears
C. cause starvation
D. cause entanglement
E. marine animals' crisis
F. release toxin that is harmful
G. end up in marine animal's food tracts

Unit 2 Lesson 5

BEES

Name.....No..... Major.....

TASK

The Bees

Directions: Look at the picture and answer the questions.

Source: Rawpixel

Do you think bees are important to the environment? Why or why not?

.....

.....

.....

.....

.....

Vocabulary

Directions: Guess the meaning of each vocabulary.

..... 1. cascading effect (n.)
..... 2. pollination (n.)
..... 3. vulnerable (adj.)
..... 4. abundance (adj.)
..... 5. decline (v.)
..... 6. precipitation (n.)
..... 7. drastically (adv.)
..... 8. dominant (adj.)
..... 9. reshape (v.)
..... 10. regionally (adv.)

a. a very large quantity of something
b. decrease or become smaller in number
c. an inevitable or unforeseen chain of event
d. rain, snow, sleet, or hail that falls to the ground
e. the act of moving pollen grains from male to female bees
f. most important, powerful, or influential
g. in need of special care
h. shape or form differently or again
i. extremely or very
j. in a way that relates to a region or regions

Vocabulary I don't know:	Vocabulary I already know:	My score:
		___ 10

Unit 2 Lesson 5
Assessment Task

BEES

Climate Crisis and The Bees

Climate crisis could lead to the rise of smaller bees, study finds

The climate crisis could lead to more small-bodied bees but fewer bumblebees, according to research warning of potential "cascading" effects on plant pollination and a whole ecosystem.

Scientists in the US trapped and studied more than 20,000 bees over eight years in an area of the Rocky Mountains to find out how different types reacted to changing climatic conditions. The research said that while environmental conditions changed, larger-bodied bees declined in abundance as temperatures increased, while smaller bees increased.

"Our research suggests that changes in temperature, snowpack and summer precipitation may drastically reshape bee communities," the authors said.

The findings suggested a reduction of bigger bees, including in the families of bumblebee, leafcutters and mason bees, with higher temperatures, this group is more threatened under climate warming than other bees in our system.

Bumblebees, the dominant pollinators in many ecosystems, have a lower heat tolerance than other bees and move to cooler regions at higher altitudes as temperatures warm.

Researchers said that losing bigger bees, which tend to fly further for food, may mean a reduction in longer-distance pollination. Insects are the world's top pollinators: 75% of 115 top global food crops depend on animal pollination, including cocoa, coffee, almonds and cherries, according to the UN. In a landmark 2019 report, scientists concluded that nearly half of all insect species worldwide are in decline and a third could disappear altogether by century's end. One in six species of bees have gone regionally extinct somewhere in the world.

Unit 2 Lesson 5

Assessment Task

BEES

Directions: Read a paragraph on the previous page and answer the following questions.

1. What can be affected if the number of bees are changed?
   The answer is in line _____

   _____

   _____

2. According to the research, what are the trends of small bees and large bees as the temperature increased?
   The answer is in line _____

   _____

   _____

3. What are the causes of changes in bee communities?
   The answer is in line _____

   _____

   _____

4. What characteristic of the larger bees made them decrease as the temperature got higher?
   The answer is in line _____

   _____

   _____

5. What is the main idea of the last paragraph?

   _____

   _____

My score: __ / 5

Self-Reflection

Directions: Choose YES or NO that is related to you the most for each statement, and provide details if necessary.

Statement	Yes	No
1. I am sure about the answers for the questions aboveat least 3 out of 5?	○	○
2. I can locate where the answers are at least 3 out of 5 of the questions above?	○	○
3. As a whole, I understand what the passage is about.	○	○
4. I can do the task without help.	○	○
5. I feel struggle while I am reading the passage.	○	○

If yes, please explain how.

_____

_____

_____

Unit 2 Lesson 5

BEES

What's Next?

TEST

Directions: From the passage, create a graphic organizer to show the causes and effects that happened when the number of bees is changed.

Unit 2 Lesson 5

BEES

FEEDBACK

Self-Evaluation Form

Directions: Use the form below to evaluate yourself by checking 'Yes' if the statement applies to you, and checking 'No' if the statement does not apply to you.

Statement	Yes	No
1. Do you think you accomplish the goal of this lesson? How?	○	○

_____

_____

_____

2. If you could do this task again, what would you do differently? How and why?

_____

_____

_____

_____

_____

Name.....No..... Major.....

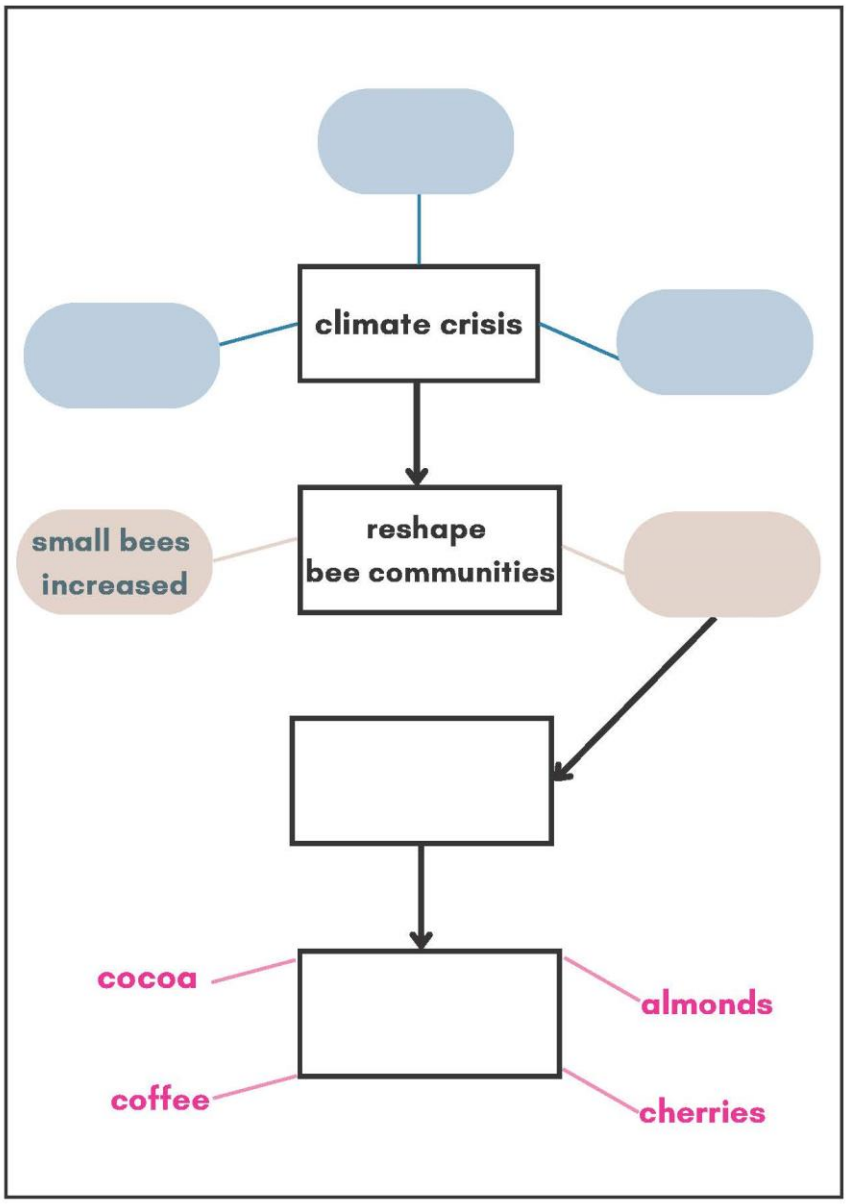
Unit 2 Lesson 5

BEES

REDESIGN

What's Next?

Directions: Read the passage and complete the infographic using the words or phrases given.



Unit 2 Lesson 6

THE ANIMALS CRISIS

REVIEW

TASK Where are they from?

Directions: Complete the sentences below using the vocabulary from lesson 4-5 given.

animal welfare viable marine ecosystem distress indiscriminate
abundance drastically vulnerable pollination decline

1. The _____ of fish here makes it a great place for fishermen.
2. The farm was shut down due to its bad _____ - the owner failed to provide the animals a safe shelter and a plan for disease prevention.
3. Some studies show that sunscreen can harm the _____ as it contains chimicals that can kill lives down there.
4. The birth rate in Thailand is expected to _____ as people tend to have less babies.
5. 911 is an example of a(n) _____ crime which the terrorists did not target anyone in particular. Many innocents people died.
6. His salary is quite low. That's why taking a luxurious trip aboard is not financially _____ for him.
7. After plastics surgery, Ann's face has changed _____. I almost couldn't recognise her at first.
8. She is in a great _____ when her husband died in a car accident last week.
9. In some parts of the US, Asian people are _____ to harm and violence as they do not look like the locals.
10. Strong wind helps increase a chance of _____ in plants. Yet, bees are still the improtant factor for plants to produce the offspring.

Unit 3 Lesson 7

WHAT DO YOU MEAN?

Reading Ads and Notices

Name.....No..... Major.....

Unit 3 Lesson 7

Can you notice that?

Self-Reflection

Directions: Choose YES or NO that is related to you the most for each statement, and provide details if necessary.

Statement	Yes	No
1. I can understand the purpose of the notices clearly?		
2. I can locate where the answers are at least 3 out of 5 of the questions above from each exercise?		
3. As a whole, I understand what each notice is about.		
4. I can do the task without help.		
5. I feel struggle when answering most of the answers.		

If yes, please explain how.

_____

_____

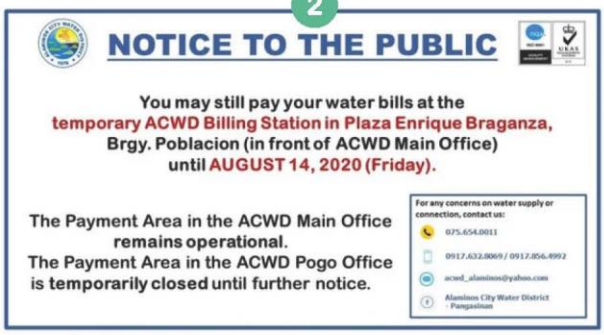
Assessment Task

Notice The Notice

Directions: Look at the notices again, and answer the questions below.

1

2



What are the elements of the above notices?

What are the characteristics of a good notice?

Unit 3 Lesson 7

Can you notice that?

Name.....No..... Major.....

TASK

This notice belongs to ...

Directions: Match the statements with the notices 1 and 2 given. Sometimes, both answers are possible.

1

SKYDIVE
SPAIN

IMPORTANT NOTICE

SUMMER SEASON HOURS

FROM MAY 16TH UNTIL SEPTEMBER 11TH, WE WILL DIVIDE THE SUMMER SEASON IN TWO PERIODS, WITH THE FOLLOWING OPENING HOURS:

MAY 16TH - AUGUST 16TH: 7.00H.
AUGUST 17TH - SEPTEMBER 11TH: 7.30H.

CLOSING ON MONDAYS & TUESDAYS

DURING PART OF THE SUMMER SEASON, WE WILL BE CLOSED ON MONDAYS AND TUESDAYS. WE WILL BE CLOSED ON BOTH DAYS OF THE WEEK WITHIN THE FOLLOWING PERIOD:

JUNE 13TH TO SEPTEMBER 18TH.

SKYDIVESPAIN.COM | INFO@SKYDIVESPAIN.COM | 955.766.056

https://www.skydivespain.com/blog/important-notice/

1. John runs a business and he needs to change the opening hours due to the seasonal change. Which notice might be from John's company? _____

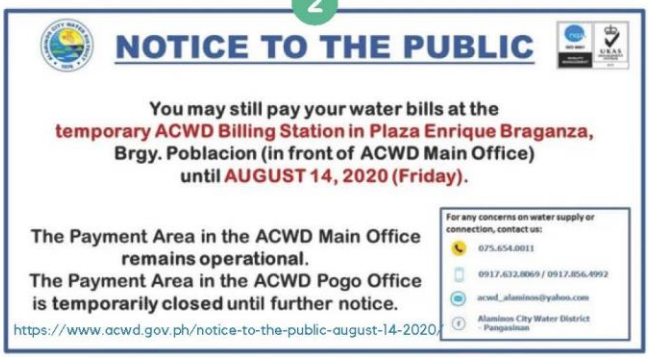
2. The notice informs a temporaily close of the place. _____

3. Any further information can be asked through Facebooh page. _____

4. The period of the temporary close is not mentioned. _____

5. The notice is published by the government section. _____

2


NOTICE TO THE PUBLIC

You may still pay your water bills at the temporary ACWD Billing Station in Plaza Enrique Braganza, Brgy. Poblacion (in front of ACWD Main Office) until AUGUST 14, 2020 (Friday).

The Payment Area in the ACWD Main Office remains operational.
The Payment Area in the ACWD Pogo Office is temporarily closed until further notice.

For any concerns on water supply or connection, contact us:
075.654.0011
0917.632.8069 / 0917.856.4992
acwd_alaminos@yahoo.com
Alaminos City Water District - Pangasinan

https://www.acwd.gov.ph/notice-to-the-public-august-14-2020/

Directions: Read the notices again and answer the questions below.

1. From the 1st notice, what activity is it about?
   a. extreme sport b. water sport
   c. travelling d. nature exploring

2. From the 2nd notice, where can you pay the water bill after August 14, 2020?
   a. Main Office b. Pogo Office
   c. online channel d. convenient stores

3. From the 1st notice, the weather during May 16 to September 11 is typically...?
   a. freezing b. hot
   c. rainy d. windy

4. The customer of Skydive Spain can make a contact with them via various channels **EXCEPT**...
   a. making a call b. sending an email
   c. visting a website d. chatting on Twitter

5. Which sentence is **CORRECT**?
   a. The water bill cannot be paid at ACWD Billling Station anymore.
   b. ACWD Main Office is closed for renovation.
   c. Any water supply issues can be asked at the office only.
   d. There is no exact date for ACWD Pogo Office's opening.

What do you think the notices are for?

Unit 3 Lesson 7

Can you notice that?

Name.....No..... Major.....

REDESIGN

The Missing Pieces

Directions: Match the missing pieces of information that belong to the notices and considered as necessary details.

a

CLOSURE NOTICE
PROPERTY AND REAL ESTATE SERVICES DIVISION (PRESD)

Members of the public are advised that the
Property and Real Estate Services Division (PRESD)
of the Ministry of Public Administration,
located at Level 1, CIC Building, 122-124 Frederick Street,
Port of Spain,
will be **CLOSED**
Services will be resumed on **May 09, 2022**

All other offices of the Ministry remain open for business.
We apologise for any inconvenience caused and thank you for your understanding.

b

COVID-19: HOW TO SEEK CARE

Fever Cough Shortness of Breath

If you are experiencing any of the symptoms above or if you have recently traveled from an area with widespread or ongoing community spread of COVID-19, call us

prior to going to the ER, FirstCare, or your provider's office.

TRINITY HEALTH

c

26-12-2022

NOTICE

All **Disabled Candidates** are informed that

Special Medical Board for Disabled Candidates is Scheduled on
Friday 30th December 2022 (09:00am)

The Disabled Candidates should come alonwith Original Disability Certificate from the Departmentof Social Welfare, Government of Sindh or Civil Services Hospital & original medical reports

DUHS Administration

d

NOTICE

Dear Members,

CARC is pleased to inform you **Online Booking for Badminton Court Facility** will resume on **11 April 2022, 0000 hrs.**

Online Bookings are highly recommended. Alternatively, members may call CARC Hotline at 6542 9001.

Payment for Badminton Court has to be made via UEN: S90SS0083D and a Screenshot to be sent to CARC Mobile 9625 5903. (***Kindly refer to Badminton Court Booking Page for Terms & Conditions***).

Thank you for your support and look forward to welcoming you back soon.
- CARC Management Committee -

e

Moviehouse & Eatery

FOR A LIMITED TIME ONLY

Rent Out An Entire
MOVIE THEATER
FOR YOU AND YOUR QUARANTINE CREW

Perfect For
DINNER & A CLASSIC MOVIE
VIDEO GAMING
GRADUATION CELEBRATIONS
FATHER'S DAY & MORE!

GROUPS OF UP TO 25 PEOPLE ONLY!
PLUS NEW SOCIAL DISTANCING & CLEANING MEASURES IN PLACE

Book Now - Space is Limited
www.themoviehouse.com/venue-rentals

*Contact our sales department for availability, details, terms and minimums.

Missing Information	**Notice**
1. website	____
2. price	____
3. telephone number	____
4. address	____
5. dates	____

Unit 3 Lesson 7

Can you notice that?

TEST

A Notice Creator

Directions: Create a piece of notice including relevant details and identify its purpose.

FEEDBACK

Self-Evaluation

Directions: Use the checklist below to evaluate your created notice.

Statement	Yes	No
1. I provide enough information for readers to understand this notice.		
2. I provide where to contact in case there is not enough information.		
3. My notice is well-outlined: Texts are easy to read.		
4. My notice is well-organized: having a good balance between content and images.		
5. There is no ambiguous sentences or misinformation.		

Peer-Evaluation (Name:_____)

Directions: Use the checklist below to evaluate your created notice.

Statement	Yes	No
1. The notice provides enough information.		
2. I know where to contact for more information.		
3. The notice is well-outlined: Texts are easy to read.		
4. The notice is well-organized: having a good balance between content and images.		
5. There is an ambiguous sentence or misinformation that causes confusion.		

Unit 3 Lesson 8 Ads are everywhere!

Name.....No..... Major.....

TASK

This means that ...

Directions: Look at the advertisements below and answer the questions.

Advertisement 1

Advertisement 1 (Questions 1-3)

1. What is the purpose of this ad?

   _____

2. From the ad, we can say that NeoReader App is probably an application for

   _____

3. This ad is possibly made by

   _____

Advertisement 2

Advertisement 2 (Questions 4-5)

4. What kind of business does **New Beginnings** do?

   _____

5. We can say that normally the shop closes before _____P.M. on Saturday.

Self-Reflection

Directions: Choose YES or NO that is related to you the most for each statement, and provide details if necessary.

Statement	Yes	No
I can locate the answers for the questions above at least 3 out of 5?	○	○

If no, what are the challenges for you?

_____

_____

_____

Unit 3 Lesson 8

Ads are everywhere!

Assessment Task

Directions: Read an ad and passages below and make inferences based on them.

1. What does the writer of this ad try to say when they wrote, "Big Mac? Seems more like a medium."

_____

Child after child gasping for air was admitted to the hospital due to an outbreak of respiratory syncytial virus (RSV) – a winter virus. "We've had to double the capacity of our ICU," Rabia Agha says. RSV typically hits the youngest children hardest but the patients Agha and her colleagues have treated lately tend to be approaching school age, around three or four years old.

Adapted from https://www.bbc.com/future/article/20221206-why-are-some-childhood-illnesses-spiking

2. How do the children having RSV likely feel?

_____

3. What kind of job does Rabia Agha likely do?

_____

Instant ramen, mashed potatoes, macaroni and cheese – if someone asks you to name your comfort foods, you probably don't have to think twice. The phrase, which has been drifting around the food lexicon for decades, seems to recall joy, familiar flavours, and comfort in times of sadness as the name seems to say it all. One study found that more men reported eating comfort foods as a kind of celebration – in other words, when they were in a good mood – while women tended to report eating comfort foods in a low mood. Eating comfort foods tended to make them feel guilty, not happy. **However, another team did not see these effects in people from Singapore or The Netherlands.**

Adapted from https://www.bbc.com/future/article/20230105-why-not-all-comfort-food-is-the-same

4. What can be the best conclusion for the concept of comfort foods?

_____

5. What can we infer about comfort foods from the sentence - "However, another team did not see these effects in people from Singapore or The Netherlands."?

_____

My score:

__
5

Unit 3 Lesson 8

Ads are everywhere!

Name.....No..... Major.....

TEST

What do you think?

Directions: Read the given passages and make inferences from passage clues and your background knowledge.

1. Our family raises honeybees. This spring one of our ten hives was destroyed. Recently, a bear was sighted in our neighborhood. What happened to the hive that was destroyed?

Passage Clues	+	Background Knowledge	=	Inference

2. Today I was late for my volleyball game. Mom pulled the car over several times to study the map she had printed off the Internet. Mom even made me go into a convenience store to see if I could get some help in there. When we finally got to the gym, the girls on my team were almost finished warming up. Why was the student late for the game?

Passage Clues	+	Background Knowledge	=	Inference

3. When British brain surgeon Henry Marsh sat down beside his patient's bed following surgery, the bad news he was about to deliver coming from his own mistake. Preventable medical mistakes frequently involve wrong-sided surgery: an injection to the wrong eye, for example, or a biopsy from the wrong breast. While most of us learn as children how to tell left from right, not everyone gets it right. While for some people, telling left from right is as easy as telling up from down, a significant minority - around one in six people, according to a recent study - struggle with the distinction. What mistake has Henry Marsh done?

Passage Clues	+	Background Knowledge	=	Inference

4. Research by the consumer champion found smart products like expensive dishwashers, TVs, and washing machines – which might be expected to last more than a decade – are "being abandoned" by brands. It found that "hardly any brands even came close to matching their expected lifespan" with their smart update policies, while others failed to respond when they were asked to clarify the length of support or the updates including security patches, which can fix flaws if any come to light. What can we infer about buying smart appliances?

Passage Clues	+	Background Knowledge	=	Inference

5. It has been two years since the spread of Coronavirus but this will be Milly's second year wearing a nose peg in order to stomach a Christmas dinner around the table with her family. "Cheese, meat, onions and chocolate all taste and smell like death, like something rotten and horrible," says the 16-year-old, from Bolton. For Milly, it has impacted not only her diet but her social life and mental health too. "I don't go out with my friends as much because I don't eat for fun any more, I eat because I have to," she says. What likely happened to Milly?

Passage Clues	+	Background Knowledge	=	Inference

Peer-Evaluation (Feedback for_____)

Directions: Use the checklist below to evaluate your performance on the test.

Statement	Yes	No
1. The peer can provide the clues.		
2. The peer can relate their background knowledge with the passage.		

What my peer did well:

_____

_____

What my peer needs to improve:

_____

_____

Peer-Evaluation (Feedback for_____)

Directions: Use the checklist below to evaluate your performance on the test.

Statement	Yes	No
1. The peer can provide the clues.		
2. The peer can relate their background knowledge with the passage.		

What my peer did well:

_____

_____

What my peer needs to improve:

_____

_____

Name.....No..... Major.....

REDESIGN

What inference can you make?

Directions: Read the given passages and choose the best inference.

1. You have heard of recycling, but do you know about freecycling? When you freecycle, you list things available or things you want from freecyclers like bicycles, exercise equipment, furniture, or computer parts. Then post it on website. People who see your post will arrange the drop-off or pick up. Then those things will be yours.

We can infer that freecylcing likely means...

a. selling used items
b. buying things online
c. getting rid of useless items
d. giving things away

2. When they come to stoplight, drivers sometimes look at the people in other cars. Likewise, Mr.Baren noticed that a man in a car next to him had a green parrot on his passenger seat and the dog cage at the back seat. The man rolled the window down, and Mr.Baren could hear the parrot's voice. However, it was not a bird's voice but a bark coming from the parrot.

Which one of these is an inference about the man's parrot?

a. It doesn't like Mr.Baren.
b. It was curious about the traffic.
c. It has imitated the dog's bark.
d. It belongs to a special species.

3. Many people put flowers in a vase, but in Japan arranging flowers is considered an art. It is called 'Ikebana' and has been practiced for about 500 years. Japanese teens often study flower arranging in school, and professional arrangers spend years learning the art. Only a few flowers are used in an arrangement. These are carefully chosen to make a graceful composition. The tallest flower represents heaven, the shortest flower is for earth, and the one in the middle stands for humans. Most homes in Japan have a special place where flower arrangements are displayed.

We can infer that Ikebana is an art that...

a. is limited only in schools.
b. is sophisticated.
c. shows wealth
d. can be placed anywhere.

4. The organizers of the Olympics face many problems. One of the biggest is often the weather. In the years 1932, 1956, and 1964, a lack of snow made things difficult at the Winter Olympics. Scorching temperatures during some Summer Olympics have also caused problems. In 1924, only half of the runners in a cross-country event made it to the finish line because of the heat. In 1896 in Greece, the rowing races had to be cancelled because the sea was too rough. A flood once almost halted the Olympics in Paris.

What is the best inference of this passage?

a. Olympics will no longer be held due to the climate change.
b. Weather plays an important role in causing Olympics' difficulties.
c. Athletes from many countries are not satisfied with the weather conditions.
d. Paris is flooded every year.

5. What's the secret of a winning cyclist? Skill, daring, and good preparation do make a difference, of course, but not always. Since bicycle races are often very close, riders need every advantage they can get. For instance, a racer might wear a suit designed so that it has no creases or wrinkles to affect the airflow. Special racing shoes are covered with a seamless silver fabric for the same reason. Aerodynamic brakes and a bike frame made to cut through the air effectively are also part of a racer's equipment.

We can infer that another secret to make the winner cyclist is...

a. his/her characters b. technology
c. weather condition d. the racing road

Self-Reflection

Directions: Read and answer the questions.

Questions

What can you do better in this task comparing to the previous one?
(สิ่งที่ทำได้ดีในงานนี้ เมื่อเทียบกับงานก่อนหน้า)

_____
_____
_____

Do you have more understanding about making inferences and drawing conclusions? How?
(นักเรียนเข้าใจเกี่ยวกับการอนุมานและหาข้อสรุปเพิ่มมากขึ้นหรือไม่ อย่างไร จงอธิบาย)

_____
_____
_____

Unit 3 Lesson 9 Ads are everywhere!

Name.....No..... Major.....

UNIT REVIEW

TASK

Directions: Discuss with your peers about the purposes of the ads and notices provided below and write the purposes for each down in the space below.

1

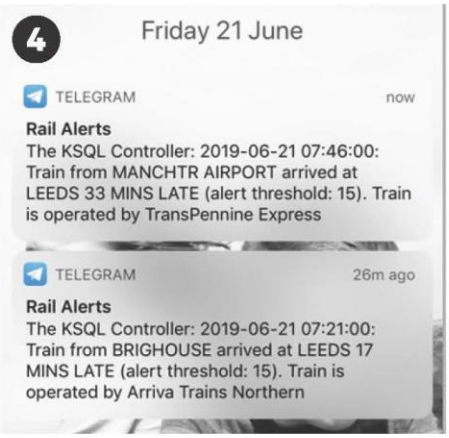
2

3

Dear Valued Customers,
Due to the insurgence of the COVID 19 Virus, our **Choc branch will be closed** effective **Tuesday August 17th, 2021 until further notice**. We encourage you to utilize our convenient 24-hour electronic banking channels.

1st National Bank
Here...for YOU!

4



5

1. _____
2. _____
3. _____
4. _____
5. _____

UNIT REVIEW

TEST

Directions: Read the ads and notices in the previous page again and choose the best answer.

1. According to the 1st notice, which inference is correct?
   a. The restaurant has a temporary pause between luch and dinner.
   b. The restaurant has many branches.
   c. The restaurant might be closed for a while before it was opened again.
   d. The manager knows how to use Facebook only.
2. Who is likely **NOT** a target customer of *Wild Acorns* from the 2nd ads?
   a. Tina wants something light for breakfast.
   b. Violet is making some cookies so she needs some add-ons.
   c. Ben is looking for some materials to make his own shopping baskets.
   d. Sara is looking for some healthy snacks for her kids.
3. According to the 3rd notice, which inference is correct?
   a. The bank is seriously affected by COVID 19 and will not open again.
   b. The owner has gone bankrupt because of the pandemic.
   c. The electronic channels are the only channels available for this brand.
   d. The other branches might not be affected by COVID 19.
4. According to the 4th notice, which statement is **NOT TRUE**?
   a. All trains are run by *TransPennine Express*.
   b. Both messages share the same purposes.
   c. The trains arriving at Leeds are late today.
   d. The KSQL controller is in charge of monitoring the trains.
5. According to the 5th notice, which one is **NOT** an example of 'turning the tide'?
   a. Yuri volunteers to pick up plastic bags on the beach every weekend.
   b. Jack tells his passagers not to throw plastic wastes out from the ship.
   c. Gale goes surfing using a biodegradable surfboard.
   d. Kirin uses reusable bag when he goes to the beach.

Name.....No..... Major.....

Self-Reflection

Directions: Choose YES or NO that is related to you the most for each statement, and provide details if necessary.

Statement

1. I can answer the questions from the previous page at least 3 out of 5?

   ○ **Yes**

   What are the challenges for you?

   _____
   _____
   _____

   ○ **No**

   What are the challenges for you?

   _____
   _____
   _____

2. What seems to be the challenging parts when you have to identify writers' purposes or making inferences?

   _____
   _____
   _____

Unit 3 Lesson 9

Ads are everywhere!

REDESIGN

Fill Them Out

Directions: Complete the sentences below to identify the purposes of the notices/ads given.

1

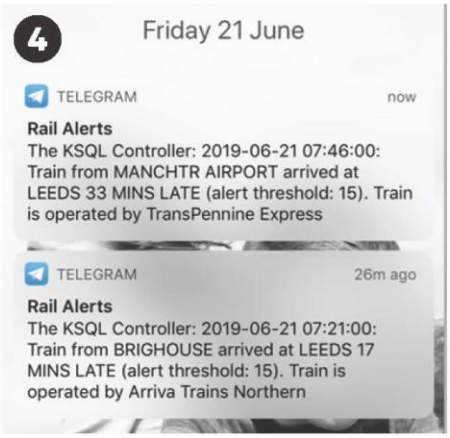
2

3

Dear Valued Customers,
Due to the insurgence of the COVID 19 Virus, our **Choc branch will be closed** effective **Tuesday August 17th, 2021 until further notice**. We encourage you to utilize our convenient 24-hour electronic banking channels.

1st National Bank
Here...for YOU!

4



5

1. It tells the customers about the _____ change.
2. It _____ a promotion for customers who _____.
3. It _____ the customers that the branch _____.
4. It informs the _____ user about _____.
5. It aims to raise awareness about _____ that can be harmful to _____.

Name..... No..... M.4 Major.....

End-of-Unit Test 1

PART 1 Reading

Directions: Use the passage below to answer the questions number 1-2.

An aim is a goal or objective to achieve in life. In order to succeed in life, one must have a goal. My aim in life is to be a teacher. Teaching is a noble and responsible profession. I have come to know that the ever-increasing misery and distress, are due to the ignorance and illiteracy of the people of our country. So I have decided to spread education among the masses as much as possible within my humble power. As a teacher, I shall try my best to impart man-making education. Some say that money is the honey of life. But I do not agree with them. Rather, I think that morality is the real honey of life. I want to be a lovable and respectable person as a teacher in the future.

1. It can be said that this story's main idea is...
   a. teaching b. future profession c. education d. one's goals
2. Which statement is FALSE?
   a. The author believes that education can help people.
   b. The author wants to gain a lot of money from teaching.
   c. The author believes in setting goals.
   d. The author thinks moral is more important than money.

Directions: Use the passage below to answer the questions number 3-5.

The dowry system is evil in society. It has reduced the sacred affair of marriage to a business deal. Brides are treated as a marketable product. The parents of the brides are often put under pressure for a handsome dowry. In many cases, young brides are ruthlessly tortured or pushed to suicide. To **eradicate** this social evil, a total change is a must. The woman has to be considered as an equal partner to the man. Widespread education and employment and their rights of property can bring about the right remedy. Legal prohibition of dowry is not enough. Strong social disapproval of dowry is the only guarantee against this evil. Our youth should come forward to raise public awareness against this shameful custom.

3. What is the main idea of this passage?
   a. Brides are tortured for marriage.
   b. Legal action is a must on dowry system.
   c. Women are as equal as men.
   d. There are ways to end the dowry system.

4. According to the passage, which one is the definition of eradicate?
   a. increase b. remove c. know d. legalize
5. What are brides compared to in this passage?
   a. evils b. torture c. products d. shameful custom

Directions: Use the passage below to answer the questions number 6-10.

A new study has found that Facebook has failed to catch Islamic State group and al-Shabab extremist content in posts aimed at East Africa as the region remains under threat from violent attacks and Kenya prepares to vote in a closely contested national election.

An Associated Press series last year, drawing on leaked documents shared by a Facebook whistleblower, showed how the platform repeatedly failed to act on sensitive content including hate speech in many places around the world.

The new and unrelated two-year study by the Institute for Strategic Dialogue found Facebook posts that openly supported IS or the Somalia-based al-Shabab – even ones carrying al-Shabab branding and calling for violence using languages including Swahili, Somali and Arabic – were allowed to be widely shared.

The report expresses particular concern with narratives linked to the extremist groups that accuse Kenyan government officials and politicians of being enemies of Muslims, who make up a significant part of the East African nation's population. The report notes that "xenophobia toward Somali communities in Kenya has long been rife."

The al-Qaida-linked al-Shabab has been described as the deadliest extremist group in Africa, and it has carried out high-profile attacks in recent years in Kenya far from its base in neighboring Somalia. The new study found no evidence of Facebook posts that planned specific attacks, but its authors and Kenyan experts warn that allowing even general calls to violence is a threat to the closely contested August presidential election.

6. What is the main idea of the passage?
   a. Facebook failed to manage the sensitive content.
   b. The Institute for Strategic Dialogue conducted a study on a Facebook language.
   c. Facebook employee was caught by al-Shabab extremist.
   d. Facebook allowed the uses of Swahili, Somali, and Arabic language.
7. According to the last paragraph, which one is the definition of rife?
   a. disappeared b. famous c. common d. deadliest
8. Which one of this is NOT the language used in the Facebook posts?
   a. Swahili b. Somali c. Arabic d. Kenyan

9. Which statement is **NOT** correct?
   a. The al-Shabab made its attack in Kenya.
   b. Kenya will soon have an election.
   c. The violence on Facebook was reported by the government.
   d. The al-Shabab's base is near Somalia.
10. The word '**high-profile**' can be best replaced by which word?
   a. well-known b. rich c. far away d. domestic

PART 2 Vocabulary
Directions: Use the vocabulary provided below to complete the sentences number 11-15.

a. exacerbate / b.teleport / c. proliferation / d. augmented reality/ e. access

11. It only takes a couple minutes for us to ..... to another world, or the metaverse.
12. Some people are worried that metaverse will just ..... the game addiction problems of their children.
13. Getting ..... to our personal data can be both beneficial and harmful.
14. The ..... of technology has made our lives better in many aspects.
15. Wearing goggle-like device is a part of using ..... to make the game more real.

My score:
_____ 15

Name..... No..... M.4 Major.....

End-of-Unit Test 2

PART 1 Vocabulary

Directions: Choose an alternative that has the closest meaning to the underlined word or phrase.

1. If you got lost in the desert where there is no foods and drinks, you could die from **starvation**.
   a. attack b. hunger c. toxin d. heat
2. Some employers need an X-ray result to make sure that their employees do not have **scoliosis** that can affect their work or postures.
   a. severe fever b. criminal record
   c. bad behavior d. curved spine
3. Using Airpod or other wireless earphones helps reduce the **entanglement** that might cause you some time to finally be able to listen to music.
   a. twist b. danger c. cost d. quality
4. Technology has **reshaped** how we live our lives. For example, people used to write a letter to one another. Nowadays, they just send an email.
   a. reduced b. simplified c. changed d. guided
5. One train broke down at the station causing the **cascading effect** when the others on the same line couldn't run as well.
   a. natural phenomenon b. well-prepared events
   c. unforeseen chain of events d. rare accident

PART 2 Reading

Directions: Use the passage below to answer the questions number 6-10

A Scottish company called Elasmogen was conducting research on shark antibodies, a protein that immune systems make in response to a foreign substance. They looked at how shark antibodies might help treat cancer.

As the coronavirus spread, the team began exploring whether shark antibodies might fight the virus, too. Sharks have very strong immune systems. After all, their immune systems have helped them survive for more than 400 million years. What **they**'re doing has been working for a long time. Compared to human antibodies, shark antibodies are much better at fighting invading viruses. The antibodies are very small and flexible. They can get into areas that human antibodies can't. They are also tough, LeBeau, a pathologist said. "They're virtually **indestructible**." That's because they have to survive in shark blood, which is high in salt, something that normally makes antibodies fall apart.

The scientists found that shark antibodies worked against several coronaviruses. In the lab, the antibodies also fought the omicron variant of the coronavirus that causes COVID-19. A variant is a version of a virus. And one of the shark antibodies attaches to a part of the virus that never changes. This makes scientists think the treatment will work against future versions of the coronavirus, too.

Antibody treatments can be critical for people with weakened immune systems who may not get protection from vaccines. It helps the body protect itself from a particular disease. It's possible that 10 years from now, treatment for a COVID-19 infection will use a shark antibody, said LeBeau. But LeBeau sees the sharks in his lab as much more than research subjects. "The coolest thing about them is you would never think that they have personalities," he said. "Each shark is very, very different." And once the sharks in his lab grow too large for their tank, they'll go to an aquarium. "Our sharks will live nice, long, happy lives," LeBeau said.

6. What can be the best topic for this passage?
   a. COVID-19 in Sharks b. A Scottish Company
   c. Immune System d. Sharks' Antibodies
7. What is **NOT TRUE** about sharks' antibodies according to the passage?
   a. They are stronger than humans'.
   b. They can work well in salty water.
   c. They are produced by the immune system.
   d. They are now used as a part of the vaccine against omicron.
8. What does the word '**indestructible**' likely mean?
   a. impossible to break b. hard to survive
   c. covered with salt d. dangerous
9. Which statement is **NOT TRUE** about LeBeau?
   a. He spends a lot of time with sharks.
   b. He studies viruses.
   c. He thinks that sharks' antibodies are unlikely to be a future vaccine.
   d. He is the first person to discover the antibody treatment.
10. What does 'they' in line 7 refer to?
   a. sharks b. immune systems c. scientists d. coronaviruses

My score:

_____

10

Name..... No..... M.4 Major.....

End-of-Unit Test 3

Items 1-4

Directions: Read the notices provided and answer the questions.

System Maintenance Notice

Dear customers,

Please be informed that from **2am-7am, 17th June 2020**, we will be having a system maintenance. You might experience some downtime on the App but don't panic. We are optimising our system to serve you better.

Thank you for understanding.

1. Who might be the writer of this notice?
   a. the application user
   b. the transportation company
   c. the application administrator
   d. the mobile phone company

2. What does downtime suppose to mean?
   a. sad feeling
   b. time with less users
   c. late night
   d. acting out of the regular action

The City Library Association, Springfield, Mass.
LITERATURE: ART: SCIENCE.

The Library: Circulating Department.

The rules of the library require all books to be returned in two weeks. Book No. G647.2 stands charged to you (Card No. 1906) as taken from the library Feb. 2 '99.
You are incurring a fine of two cents for every day's detention.
If you think a mistake has been made, please notify us.
A charge of two cents is made for sending this notice.

The City Library.

Present this notice with your library card.

3. What is the purpose of the writer of the notice below?
   a. To inform the new price for the book no.G647.2
   b. To inform the borrower about the fine policy
   c. To welcome the borrower as a new member
   d. To notify that the borrower has made a mistake

4. Which inference in **NOT TRUE**?
   a. The library allows borrowing books up to 2 weeks for free.
   b. The borrowers will be charged if they did not return the books in 2 weeks.
   c. The library will send out a card for those who have to pay fine.
   d. The borrowers will be banned from the library if they did not return the books in 2 weeks.

Items 5-10

Directions: Read the ads provided and decide if the statements is True or Not True.

STATEMENT	TRUE	NOT TRUE
5. Brothers or sisters of SRPMIC members can get a discount.	○	○
6. There is transportation for every school in the area.	○	○
7. Those who are interested must sent a letter to the club to apply.	○	○
8. This program is suitable for teenagers.	○	○

9. We can infer that Boys & Girls Clubs is an organization for...

_____

10. What is the primary purpose of this ad?

_____

My score:

___

10

Appendix C

Teacher's Observation Notes

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Unit 1 The Metaverse

Lesson 1 What is the metaverse?

Observation Criteria	Students' Behaviours	
	Positive	**Negative**
1. Students show attempt to read the passages.	✓	
2. Students can answer the comprehension check questions at least 70% of the questions.	✓	
3. Students can finish with the assignment in time.		✓
4. Students show interaction with teachers and one another.	✓	

Observation Note

- Most students were not familiar with some vocabulary words from the passage.
- Most students found the topic interested them and showed some background knowledge from answering the questions.
- A few students mentioned that the passage was too long for them.
- A few students mentioned that they did not understand the meanings of some sentences.
- Some students could not come up with the topic even though they could tell what the paragraphs were about. The reason was that they did not know how to put it in an English word or a phrase.

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Teacher's Observation Notes

Unit 1 The Metaverse

Lesson 2 How the metaverse will affect your lives.

Observation Criteria	**Students' Behaviours**	
	Positive	**Negative**
1. Students show attempt to read the passages.	✓	
2. Students can answer the comprehension check questions at least 70% of the questions.	✓	
3. Students can finish with the assignment in time.	✓	
4. Students show interaction with teachers and one another.	✓	
Observation Note - Students showed engagement when being asked about how Metaverse would affect their everyday lives. - A few students who could not find the topic from the previous lesson were still confused how to identify the main idea of each paragraph. - Students could perform well in the reading comprehension part.		

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Teacher's Observation Notes

Unit 1 The Metaverse

Lesson 3 Revision and End-of-Unit Assessment

Observation Criteria	**Students' Behaviours**	
	Positive	**Negative**
1. Students show attempt to read the passages during the test.	✓	
2. Students can finish with the test (end-of-unit assessment) in time.	✓	
3. Students show interaction with teachers and one another.	✓	
4. Students can identify the topics and main ideas in the revision task at least 70% of the questions.	✓	
Observation Note - Students found the shorter passages in the revision task easier than the passage they had learned previously. - However, when they performed the test, they mentioned that the vocabulary was too hard for them. - Some students said that they needed more revision.		

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Teacher's Observation Notes

Unit 2 Animals Crisis

Lesson 4 The Shark Crisis

Observation Criteria	**Students' Behaviours**	
	Positive	**Negative**
1. Students show attempt to read the passages.	✓	
2. Students can answer the comprehension check questions at least 70% of the questions.	✓	
3. Students can finish with the assignment in time.		✓
4. Students show interaction with teachers and one another.		✓
Observation Note - Some students could not tell the meanings of the vocabulary. - A few students who copied the answers from their peers rather than discussing how the answers were from. - Some students needed more explanations on completing graphic organizer test. They stated that they were not familiar with this type of test before. - Most students chose to do the redesign assignment as they had been struggling for a while.		

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Teacher's Observation Notes

Unit 2 Animals Crisis

Lesson 5 Bees

Observation Criteria	**Students' Behaviours**	
	Positive	**Negative**
1. Students show attempt to read the passages.	✓	
2. Students can answer the comprehension check questions at least 70% of the questions.	✓	
3. Students can finish with the assignment in time.		✓
4. Students show interaction with teachers and one another.		✓

Observation Note

- Students stated that the vocabulary was easier than the previous lessons.
- Students could finish the task and test in the lesson in time.
- Students completed the graphic organizer after reading the passage in different ways; therefore, it took time to check their answers.
- A few students did not provide detailed feedback to their peers, they just put the check mark on the question asked.

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Teacher's Observation Notes

Unit 2 Animals Crisis

Lesson 6 Revision and End-of-Unit Test

Observation Criteria	**Students' Behaviours**	
	Positive	**Negative**
1. Students show attempt to in doing the test.	✓	
2. Students can finish with the test (end-of-unit assessment) in time.	✓	
3. Students show interaction with teachers and one another.	✓	
4. Students can identify the meanings of the vocabulary in the revision task at least 70% of the questions.	✓	
Observation Note - A few students did not try to complete the test; they just left it blank. - As the sentences in the revision task were easy to understand, students could guess the meanings better. - Some students showed that they either had revised the lessons or memorized the vocabulary well as they could identify the meanings right away after being asked.		

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Teacher's Observation Notes

Unit 3 What do you mean?

Lesson 7 Can you notice that?

Observation Criteria	**Students' Behaviours**	
	Positive	**Negative**
1. Students show attempt to read the passages.	✓	
2. Students can answer the comprehension check questions at least 70% of the questions.	✓	
3. Students can finish with the assignment in time.	✓	
4. Students show interaction with teachers and one another.	✓	

Observation Note

- Most students could answer the questions about reading notices.
- When being asked about whether they thought they could complete the task by themselves, some students were reluctant. This might me because a teacher helped guided them since the beginning of the lesson.
- Most students did not try to complete the task by themselves. They waited for the answers from the teacher. This could be a result of the length of the text. As it was quite short, so students felt it was easy.
- Students showed engagement and interest with the notice creation test as it provided them with choices to choose any topics.

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Teacher's Observation Notes

Unit 3 What do you mean?

Lesson 8 Ads are everywhere!

Observation Criteria	**Students' Behaviours**	
	Positive	**Negative**
1. Students show attempt to read the passages.	✓	
2. Students can answer the comprehension check questions at least 70% of the questions.	✓	
3. Students can finish with the assignment in time.	✓	
4. Students show interaction with teachers and one another.	✓	

Observation Note

- Students who had background knowledge about advertisement could understand the ads well. For example, they knew what QR code was used for saving coupons.
- Students used a clue like pictures to help guide them in understanding the ads.
- The test was rather difficult for the students as it requited making inferences.
- A few students gave up after they failed in the first item.
- Students needed redesign tasks more than other lessons.

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Teacher's Observation Notes

Unit 3 What do you mean?

Lesson 9 Revision and End-of-Unit Test

Observation Criteria	**Students' Behaviours**	
	Positive	**Negative**
1. Students show attempt to read the passages.	✓	
2. Students can answer the comprehension check questions at least 70% of the questions.	✓	
3. Students can finish with the assignment in time.	✓	
4. Students show interaction with teachers and one another.	✓	
Observation Note - Some students analysed the revision task with their peers. However, a few students preferred to do it alone. - Most students stated that the obstacles for them to complete the task and test was vocabulary.		

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Appendix D

Reading Test

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PART 1 Vocabulary (Items 1-5)

Directions: Choose the alternative that has the same meaning of the underlined word.

1. The **depletion** of sharks has made many ecologists worried that it could lead to the collapse of the ocean. If the number of sharks gets smaller and smaller, the number of their preys will grow.

1. decrease 2. increase 3. attack 4. proliferate

2. One cause of having a **scoliosis** in many office workers is sitting with a bad posture for a long time, as how we sit can affect our back.

1. extreme stress 2. curved spine 3. excessive workload 4. serious trouble

3. Even though **microplastics** are tiny, their dangers to animals or environment are countless.

1. a process of making pieces of plastic 2. natural occurrences of plastic
3. extremely small pieces of plastic 4. toxic-free types of plastic

4. Filming a new ad with his phone, Alex got an award for its **seamless** motion pictures. It's just like water flows.

1. tracked 2. smooth 3. violent 4. endangered

5. The school provides laptops for everyone, but they have to bring their own **headsets** for ultimate experiences because seeing only images is not enough.

1. a device for sound 2. a device for head protection
3. a set of questions 4. a set of stories to share

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PART 2 Making Inferences (Items 6-10)

Directions: Read the texts and answer the questions.

I am trying to concentrate and think about what she said, but I can't remember anything. All I can think of is that she called my name and asked me a question which I couldn't answer. Later on, she said to me, "Steve, you should work harder. You will be tested next week." I should have believed her because I am so hopeless now.

6. What is Steve likely doing now?

1. taking a test2. attending a concert 3. buying groceries 4. reading a book

The song comes alive as night draws in. Hear it curl beneath the blanket, slip between the fold of cradling arms, in rooms across the world. To an audience of children, a hidden chorus of caregivers fills the night with **song**.

7. What likely is the type of **song** that is mentioned in the passage?

1. religious 2. opera 3. rock 4. lullaby

Miss Kate was writing on the back of the board when she felt something hit her in the back of the head. She put her hand up to touch the sting, and immediately felt another on the back of her hand. There was a suppressed giggle behind her, the scraping of a chair leg across the linoleum floor. She felt her face going red, and her temper rising up into her throat. She spun around angrily. "All right, that's enough!" she said. "I have had it! I'm going to have to ask you to leave!"

8. What job do you think Miss Kate does?

1. a beekeeper 2. a chef 3. a shop assistant 4. a teacher

It was impossible to sleep. It was as if the house was under attack. Things were being hurled at it and ripped from it; at times, its very foundation seemed to shudder. I huddled under my quilt in the dark. I had drawn my heavy curtains, and I figured that if the window was blown in, the curtain in combination with the quilt might keep me from getting too badly injured. It wasn't until the early morning hours that I was able to doze off. It was daybreak when I awoke — and silent. I hurried to the window, to see what damage had been done. The whole neighborhood was covered with branches and leaves. But the real problem was the tree that seemed to be growing right through the hood of my car. Oh boy.

9. What likely happened in the story?

1. There was a war in the city.
2. There was a hurricane sweeping town.
3. There was a burglar braking in the house.
4. There was a naughty boy who threw something to the house.

Kathy filled the tub with warm water. She gathered the flea shampoo and lots of towels. She got a pitcher so that she could pour water over Ozzy to rinse his hair. Since she knew he would shake and get water all over the floor, she put down towels to stand him on when she finished bathing him. She was ready to start. She called Ozzy and put him in the bathtub. The fun was about to begin, then she said "Your parents will be back soon. I will be seeing you next week."

10. Which statement is **NOT** an inference of the story?

1. Kathy is Ozzy's parent.
2. Kathy doesn't live with Ozzy.
3. Kathy works is likely to be a nanny.
4. Ozzy often gets cold when he is bathed.

PART 3 Reading Comprehension (Items 11-30)

Directions: Use the picture below to answer the question numbers 11 and 12.

11. What is this notice mainly about?

1. Food made here is high in nutrients.
2. There are many types of food made here.
3. Those with allergies need special advice.
4. Those with allergies should be careful choosing this food to eat.

12. We can say that the writer of this notice wants to …

1. share the recipe.
2. provide cooking tips.
3. inform about the nutrition.
4. warn about health condition.

Directions: Use the picture below to answer the question numbers 13 and 14.

13. What is the purpose of the text above?

1. to raise awareness 2. to share his/her feeling

3. to compare brands 4. to sell product

14. According to the passage, who might need the *HOKA* footwear the most?

1. Jonah is a surgeon who spends hours doing operation.

2. Ken is a university student who currently studies online.

3. Laura who works as a website designer spends hours at the desk

4. Jane works as a data analyst who spends most of her time with the laptop.

Directions: Use the passage below to answer the question numbers 15 and 16.

If there were ever any hope of limiting children from screen time, it was destroyed by the pandemic. One study found that usage of social media and video games was up by at least 60% in 2020 over 2019 among children between 12 and 17. Now imagine not just a screen, but a world. Tatsu, a mother of two children and, despite having created a successful career in digital spaces, she insists that her children spend as much of their time as possible in the real world. “It’s so important for humans to be with humans in real life,” she says. “And so I think that as kids grow up in this space, there will have to be outlets for people to engage, go smell a flower here, walk in on a trail, have a real conversation with your friend and throw a ball. I mean, even though you can simulate that, the simulation is not the same. And so I feel in some ways bad for my kids.”

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Chulalongkorn University

15. What is the main idea of this passage?

1. Spending time in the real world is important.

2. There are some ways to limit kids from screen time.

3. Usage of social media and video games was up by at least 60%.

4. Children between 12 and 17 tended to spend more time in the real world.

16. We can infer from the passage that the author mentioned Tatsu in order to…

1. praise her success. 2. provide an example.

3. give credit to her study. 4. show her disagreement with the study.

Directions: Use the passage below to answer the question numbers 17-19.

Since 1994, 22 countries have placed domestic regulations on shark finning. China is also working towards ending shark finning. To decrease the cultural value of fins, the Chinese government began prohibiting the serving of shark fin soup at official banquets in 2012. Yet cultural values are slow to change, even with growing support to ban shark finning from governments and celebrities. Many restaurants and hotels around the world continue to sell shark fin soup. One 2012 survey found that only six percent of luxury hotels in the Chinese cities of Beijing, Shenzhen, and Fuzhou had stopped serving the dish. To those who feel shark fin soup is a part of their culture, cutting **it** out of their diets completely is difficult. Some people support increasing regulations on shark finning rather than banning it completely or using the whole shark so there is less waste and cruelty. Others with tradition mindset remain strongly against this process, making it difficult to resolve this debate.

17. What is the main idea of the passage?

1. Some cities in China stopped serving shark fin soup.
2. Culture played an important role in ending shark finning.
3. Governments and celebrities helped promote the banning of shark finning.
4. Chinese government banned shark finning by cutting it out of Chinese diets completely.

18. The author tells a story in a way that …

1. shows both sides opinions.
2. sympathizes the restaurants.
3. promotes cultural value of shark fins.
4. shows agreement with the government.

19. What does **it** in line 8 refer to?

1. shark finning
2. shark fin soup
3. Chinese culture
4. increasing regulation

Directions: Use the passage below to answer the question numbers 20-22.

It's not easy to tell Africanized bees from non-Africanized bees at first glance; theoretically, their wings might be a bit shorter, but the only fool proof way to tell is to perform a DNA test to look for African honeybee DNA. That means there is a spectrum of Africanization; bees can have a very small or a very large percentage of African honeybee DNA depending on their heritage. But their behavior is certainly different: They maintain the traits of quickness to attack, the legitimately scary tendency to chase potential threats, and a much greater willingness to sting. Even though the venom in an Africanized honeybee is no greater or more dangerous than in any other bee, an Africanized bee swarm is much more likely to attack in great numbers, meaning that deaths from Africanized bee swarms are much more common. That said! Bees, including the Africanized hybrid bees, are not known for attacking without provocation; these bees do not fly around trying to find people to sting. They simply react much more aggressively to threats than other bees.

20. What is this passage is mainly about?

1. Africanized bees' wings are a bit shorter than other bees.
2. Deaths from Africanized bee swarms are much more common.
3. Africanized bees react to threats in a more aggressive way than other bees.
4. Bees can have a very small or a very large percentage of African honeybee DNA.

21. According to the passage, we can infer that …

1. Every bee has African honeybee DNA.
2. We cannot run a DNA test in non-Africanized bees.
3. African honeybee DNA can be found at different amount.
4. The percentage of African honeybee DNA can be identified from bees' wings.

22. According to passage, which sentence is **TRUE**?

1. Africanized honeybees' venom is the deadliest.
2. Normally, bees do not attack if they are not provoked.
3. Bees usually target human to sting as their daily routine.
4. DNA testing is the only way to tell the different between Africanized bees and other bees.

Directions: Use the passage below to answer the question numbers 23-25.

Bees' primary sense is smell, said Schmidt. "They navigate the world through odor," he noted. Holding your breath won't exactly help when there's a whole swarm on you, but it might give you some time to get away if only a few bees are hovering. "If you take **that** away, you are making them blind, so to speak," he said. "It's almost like you are invisible to them." If you unfortunately get stung, you must scrape the stinger off your skin with something that has a flat surface like a credit card or a butter knife or a pair of tweezers. Don't try to pull it out with your fingers, we've been told, because then you'll press the bulb at the end of it and force the venom into your skin faster. That's a myth, Schmidt said. And a dangerous one at that, because you could waste valuable seconds looking for something flat to scrape it out with. "Just get it out. Pull it out, rub it out, pinch it out," he went on. "It doesn't matter. All that matters is that you remove it as fast as possible. It is also useful to keep in mind that **not all honeybees are dying out. The dangerous ones are thriving, so keep an exterminator on speed dial.** Nicole Sorenson of Bee Busters, a bee removal company that was called in after the incident in California where a woman was stung 200 times and hospitalized, said residents are often hesitant to call.

23. The main idea of this passage is …
    1. Bees' primary sense is smell.
    2. **Not all honeybees are dying out.**
    3. Things you should do if bees attack.
    4. There are some myths about bees' stingers.
24. What does '**that'** in line 3 refer to?
    1. time 2. vision 3. breath 4. blindness
25. What is the author's purpose of this passage?
    1. to give advice 2. to narrate the scene
    3. to describe the steps 4. to promote bee buster company

Directions: Use the passage below to answer the question numbers 26-30.

According to the experts, if the metaverse can adhere to the best learning principles, it has the potential to change how lessons are taught and how children learn. Virtual Reality (VR) based education has the potential to break down boundaries between studies by demonstrating how diverse ideas can be applied to real-world circumstances. Additionally, in the future, practical tasks like wiring a plug, installing a drain, and even advanced healthcare skills like surgical procedure could be taught using VR.

By allowing us to replicate everything from a discussion to a treatment, learning becomes more engaging and meaningful. Students can use a virtual reality headset to explore activities and surroundings that they wouldn't be able to undertake in everyday world. Students from all over the world may be able to engage in classroom discussions using this virtual environment. Because of the creative experience in the classroom, they will be more likely to remember lessons learned from their teachers. Virtual campus visits will be common, helping colleges to break down the global divide that divides students and educators from all over the world. Parents and students will no longer need to travel large distances to visit the school, depending on Metaverse's virtual world. Professors would be able to **generate** an ambiance that is quite amazing and likely to interest students of all ages.

26. What is the main idea of the passage?

1. Metaverse can benefit education.
2. Metaverse makes campus visits more convenient.
3. Students of all ages can learn in an amazing environment.
4. With metaverse, student can engage in classroom discussions more.

27. Which statement is **NOT TRUE** according to the passage?

1. Metaverse makes learning more related to our real lives.
2. Students can have more hand-on experiences using metaverse.
3. There are some parents who travel a long way to visit the schools.
4. With metaverse, students can remember the lessons as much as regular learning.

28. According to the passage, which one of this is **NOT** a thing you can do with metaverse?

1. taking an exam 2. exchanging thoughts

3. practicing house maintenance 4. learning about medical procedures

29. What is the purpose of the author?

1. to inform 2. to persuade 3. to criticize 4. to make a promise

30. The word '**generate**' in paragraph 2 can be best replaced by…

1. create 2. normalize 3. lessen 4. increase

___END OF THE TEST___.

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Appendix E

Readability Level from StoryToolz

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Passage 1

If there were ever any hope of limiting children from screen time, it was destroyed by the pandemic. One study found that usage of social media and video games was up by at least 60% in 2020 over 2019 among children between 12 and 17. Now imagine not just a screen, but a world. Tatsu, a mother of two children and, despite having created a successful career in digital spaces, she insists that her children spend as much of their time as possible in the real world. "It's so important for humans to be with humans in real life," she says. "And so I think that as kids grow up in this space, there will have to be outlets for people to engage, go smell a flower here, walk in on a trail, have a real conversation with your friend and throw a ball. I mean, even though you can simulate that, the simulation is not the same. And so I feel in some ways bad for my kids."

Reading Levels	**Result**
Flesch-Kincaid Grade Level	Grade 7.3
Automated Readability Index	Grade 7.4
Coleman-Liau	Grade 5.7
Flesch Reading Ease	80.1/100
Gunning fog index	Grade 10.6
Laesbarhedsindex (LIX) Formula	30.5 = below school year 5
SMOG Index	Grade 8.9
Average grade level	**Grade 8 (mean of above)**

Source: https://time.com/6116826/what-is-the-metaverse/

Passage 2

Since 1994, 22 countries have placed domestic regulations on shark finning. China is also working towards ending shark finning. To decrease the cultural value of fins, the Chinese government began prohibiting the serving of shark fin soup at official banquets in 2012. Yet cultural values are slow to change, even with growing support to ban shark finning from governments and celebrities. Many restaurants and hotels around the world continue to sell shark fin soup. One

2012 survey found that only six percent of luxury hotels in the Chinese cities of Beijing, Shenzhen, and Fuzhou had stopped serving the dish. To those who feel shark fin soup is a part of their culture, cutting it out of their diets completely is difficult. Some people support increasing regulations on shark finning rather than banning it completely or using the whole shark so there is less waste and cruelty. Others remain strongly against this process, making it difficult to resolve this debate.

Reading Levels	**Result**
Flesch-Kincaid Grade Level	Grade 8.7
Automated Readability Index	Grade 11.1
Coleman-Liau	Grade 12.1
Flesch Reading Ease	63.9/100 (plain English)
Gunning fog index	Grade 11.1
Laesbarhedsindex (LIX) Formula	46.0 = school year 8
SMOG Index	Grade 10.3
Average grade level	**Grade 10.7 (mean of above)**

Source: https://ocean.si.edu/ocean-life/sharks-rays/shark-finning-sharks-turned-prey

Passage 3

It's not easy to tell Africanized bees from non-Africanized bees at first glance; theoretically, their wings might be a bit shorter, but the only fool proof way to tell is to perform a DNA test to look for African honeybee DNA. That means there is a spectrum of Africanization; bees can have a very small or a very large percentage of African honeybee DNA depending on their heritage. But their behavior is certainly different: They maintain the traits of quickness to attack, the legitimately scary tendency to chase potential threats, and a much greater willingness to sting. Even though the venom in an Africanized honeybee is no greater or more dangerous than in any other bee, an Africanized bee swarm is much more likely to attack in great numbers, meaning that deaths from Africanized bee swarms are much more common. That said! Bees, including the Africanized hybrid bees, are not known for attacking without provocation; these bees do not fly around trying to find people to sting. They simply react much more aggressively to threats than other bees.

Reading Levels	**Result**
Flesch-Kincaid Grade Level	Grade 9.9
Automated Readability Index	Grade 12.4
Coleman-Liau	Grade 11.2
Flesch Reading Ease	63.6/100 (plain English)
Gunning fog index	Grade 13.6
Laesbarhedsindex (LIX) Formula	44.7 = school year 8
SMOG Index	Grade 11.9
Average grade level	**Grade 11.8 (mean of above)**

Source: https://modernfarmer.com/2016/06/africanized-bees/

Passage 4

Bees' primary sense is smell, said Schmidt. "They navigate the world through odor," he noted. Holding your breath won't exactly help when there's a whole swarm on you, but it might give you some time to get away if only a few bees are hovering. "If you take that away, you are making them blind, so to speak," he said. "It's almost like you are invisible to them." If you unfortunately get stung, you must scrape the stinger off your skin with something that has a flat surface like a credit card or a butter knife or a pair of tweezers. Don't try to pull it out with your fingers, we've been told, because then you'll press the bulb at the end of it and force the venom into your skin faster. That's a myth, Schmidt said. And a dangerous one at that, because you could waste valuable seconds looking for something flat to scrape it out with. "Just get it out. Pull it out, rub it out, pinch it out," he went on. "It doesn't matter. All that matters is that you remove it as fast as possible. It is also useful to keep in mind that **not all honeybees are dying out. The dangerous ones are thriving, so keep an exterminator on speed dial.** Nicole Sorenson of Bee Busters, a bee removal company that was called in after the incident in California where a woman was stung 200 times and hospitalized, said residents are often hesitant to call.

Reading Levels	**Result**
Flesch-Kincaid Grade Level	Grade 5.5
Automated Readability Index	Grade 5.2
Coleman-Liau	Grade 5.7
Flesch Reading Ease	83.7/100
Gunning fog index	Grade 8.9
Laesbarhedsindex (LIX) Formula	28.5 = below school year 5
SMOG Index	Grade 8.5
Average grade level	**Grade 6.8 (mean of above)**

Source: https://abcnews.go.com/US/bee-attack-things/story?id=56663013

Passage 5

According to the experts, if the metaverse can adhere to the best learning principles, it has the potential to change how lessons are taught and how children learn. Virtual Reality (VR) based education has the potential to break down boundaries between studies by demonstrating how diverse ideas can be applied to real-world circumstances. Additionally, in the future, practical tasks like wiring a plug, installing a drain, and even advanced healthcare skills like surgical procedure could be taught using VR.

By allowing us to replicate everything from a discussion to a treatment, learning becomes more engaging and meaningful. Students can use a virtual reality headset to explore activities and surroundings that they wouldn't be able to undertake in everyday world. Students from all over the world may be able to engage in classroom discussions using this virtual environment. Because of the creative experience in the classroom, they will be more likely to remember lessons learned from their teachers. Virtual campus visits will be common, helping colleges to break down the global divide that divides students and educators from all over the world. Parents and students will no longer need to travel large distances to visit the school, depending on Metaverse's virtual world. Professors would be able to generate an ambiance that is quite amazing and likely to interest students of all ages.

Reading Levels	**Result**
Flesch-Kincaid Grade Level	Grade 12.3
Automated Readability Index	Grade 14.2
Coleman-Liau	Grade 13.4
Flesch Reading Ease	46.5/100
Gunning fog index	Grade 15.7
Laesbarhedsindex (LIX) Formula	56.4 = school year 11
SMOG Index	Grade 13.7
Average grade level	**Grade 13.9 (mean of above)**

Source: https://www.brookings.edu/research/a-whole-new-world-education-meets-the-metaverse/

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Appendix F

The Questionnaire (adapted from Alsowat (2022) & Carless (2015)

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Statements	Levels of Agreement				
	1 Strongly Disagree	**2 Disagree**	**3 Not Sure**	**4 Agree**	**5 Strongly Agree**
Task					
1. A variety of tasks has been assigned.					
2. Reading tasks are related to the real-world and learning outcomes.					
3. Reading tasks require appropriate time and effort to complete.					
4. Reading tasks are to some degree opened for students' options.					
5. Reading tasks are used for both instruction and assessment.					
6. Reading tasks are interactive.					
Test					
7. Prior knowledge plays an important role in reading test.					

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Statements	Levels of Agreement				
	1 Strongly Disagree	**2 Disagree**	**3 Not Sure**	**4 Agree**	**5 Strongly Agree**
8. I know the objectives of the test.					
9. Reading tests after the lessons help identify my reading ability.					
10. I know what I can do well and what to improve while completing the tests.					
11. Reading tests are provided with appropriate time.					
12. Reading tests are appropriate to my reading ability.					
Teacher's Observation					
13. Teacher uses various techniques to observe me.					
14. Teacher's observation is beneficial for my reading ability improvement.					

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Statements	Levels of Agreement				
	1 Strongly Disagree	**2 Disagree**	**3 Not Sure**	**4 Agree**	**5 Strongly Agree**
15. I am encouraged to self-assess to identify strengths and weaknesses in reading ability.					
16. Teacher uses observation to inform my reading ability.					
17. Teacher's observation affect learning environment.					
18. Teacher's observation allows me to see another perspective.					
Feedback					
19. Detailed feedback on my reading ability is provided.					
20. Teacher lets me know my progress.					
21. Feedback is focused on learning process rather than marks.					

จุฬาลงกรณ์มหาวิทยาลัย
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Statements	Levels of Agreement				
	1 Strongly Disagree	**2 Disagree**	**3 Not Sure**	**4 Agree**	**5 Strongly Agree**
22. Teacher allows me to get involved in assessment.					
23. Teacher guides me on how to improve my reading ability based on assessment information.					
24. Teacher explains rubrics/criteria to me.					
Redesign					
25. Redesigned task and test allow me to track my reading ability.					
26. Redesigned task and test are beneficial.					
27. Redesigned task and test help increase motivation.					

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Statements	Levels of Agreement				
	1 Strongly Disagree	**2 Disagree**	**3 Not Sure**	**4 Agree**	**5 Strongly Agree**
28. There is no difference on my performance in regular task and test and redesigned task and test.					
29. Redesigned task and test are necessary.					
30. The objectives of redesigned test and task are address.					

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Appendix G
The Semi-structured Interview

Semi-Structured Interview

1. What do you think about reading task in this course? Please elaborate.
2. What do you think about the reading test in this course? Please elaborate.
3. What is your perception towards teacher's observation on your reading ability?
4. What is your perception towards feedback on your reading ability?
5. To what extent does the redesigned task and test affect your reading ability?

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Appendix H

Students' interview transcription

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High Score Group

Questions	Student 1	Student 2	Student 3
1. What do you think about reading task in this course? Please elaborate. (นักเรียนมีความคิดเห็นอย่างไรต่อชิ้นงานอ่านในวิชานี้ กรุณาอธิบาย)	Tasks helped us to read and gain more knowledge of vocabulary words. The task itself was interesting because I got to learn about topics I had never heard of before. Sometimes, it matched with my interest, but sometimes it did not, it depended. I felt that what I read would be presented in the examination so the more I read, the better I could perform in the exam. งานหรือชิ้นงานช่วยให้เด็ก ๆ ได้ฝึกอ่านมากขึ้น พอมาเรียนแล้วได้รู้คำศัพท์มากขึ้น ตัวชิ้นงานมีความน่าสนใจเพราะบางเรื่องก็ไม่เคยรู้มาก่อน ตรงกับความสนใจตัวเอง	I felt that the task was good. It could apply to making conclusion from the reading passage. I also could revise what I have learned previously. If I could remember the vocabulary taught, I could do understand the passages more. While doing the task, I got a chance to use the vocabulary learned, so it helped when you practiced a lot. ก็เป็นงานที่โอเค เอาไปประยุกต์ใช้ในการอ่านสรุปได้ และได้ทบทวนสิ่งที่เรียน	I felt like every task helped improve reading. I actually got to read and learn new vocabulary words. Especially, vocabulary, that was improved a lot. Other skills were speed reading and summarizing the passages better. Though, some topics did not match with my interest so I felt it was slightly difficult. Some vocabulary was too difficult for me. If the topic were about anime, I would have wanted to read more. หนูรู้สึกว่างานต่าง ๆ มันช่วยพัฒนาการอ่าน ได้ฝึกอ่านจริง ๆ และได้เรียนรู้คำศัพท์ โดยเฉพาะด้านคำศัพท์ที่ได้เรียนรู้คำใหม่ ๆ ทักษะที่ได้มากขึ้นคืออ่านเร็วขึ้นและจับใจความ

Questions	Student 1	Student 2	Student 3
	บ้าง แล้วก็รู้สึกว่าสิ่งที่อ่านน่าจะมีในข้อสอบ ถ้าอ่านก็จะได้ทำข้อสอบได้มากขึ้น		ได้ดีขึ้น แต่ว่าบางหัวข้อก็เป็นหัวข้อที่ไม่ได้ตรงกับความสนใจของหนู เลยรู้สึกว่ามันยากนิดนึง บางคำศัพท์ก็ยากไปสำหรับหนู แต่ว่าก็อยากให้เป็นเรื่องเช่น อะนิเมะที่หนูสนใจ น่าจะทำให้อยากอ่านมากขึ้น
2. What do you think about the reading test in this course? Please elaborate. (นักเรียนมีความคิดเห็นอย่างไรต่อแบบทดสอบอ่านในวิชานี้ กรุณาอธิบาย)	The test was beneficial to me. The level of vocabulary and difficulty were suitable which I could tell from how my friends performed in class. Most of my friends could pass it. What I wanted the test to improve was the number of questions. I wanted the test to have equal items for every week because I sometimes could not finish the test in time. The use of game like Kahoot would be nice. พวกข้อสอบย่อย หนูคิดว่ามันก็มีประโยชน์นะคะ ในเรื่อง	The test helped improve reading in terms of revising what I had learned. While completing the tests, I did not feel like I used what I had learned that much because I used my own feelings to answers the questions instead. แบบทดสอบช่วยในการอ่านเพราะทำให้ได้ทบทวนตัวเอง	I liked doing the tests because it had certain level of pressure that acted like a force for me to read. I tried to find keywords. I also liked when my friend checked my test because I got to see what I did wrong. หนูชอบการทำแบบทดสอบนะคะ เพราะเหมือนเราได้ทำ

Questions	Student 1	Student 2	Student 3
	คำศัพท์ ในเรื่องของความยากง่าย หนูคิดว่ามันก็เหมาะสม เพราะที่ดูส่วนใหญ่เพื่อนก็ผ่านกัน สิ่งที่อยากให้ปรับปรุงในตัวแบบทดสอบคือจำนวนข้อ อยากให้เท่ากันทุกสัปดาห์ เพราะบางครั้งรู้สึกว่าทำไม่ทัน อาจจะให้เล่นเกม เช่น Kahoot บ้าง	ระหว่างทำอาจจะยังไม่ได้ใช้สิ่งที่เรียนมาขนาดนั้น บางครั้งยังใช้ความรู้สึกตัวเองตอบบ้าง	จริง ๆ ถ้าปล่อยให้ทำแบบฝึกหัดเองบางครั้งก็จะไม่ทำต่อ แต่พอเป็นการทดสอบ มันจะมีความกดดันขึ้นนิดนึง จะพยายามหาคีย์เวิร์ด และชอบเวลาให้เพื่อนอีกคนตรวจ ทำให้ได้รู้ว่าเราผิดอะไรหรือมีอะไรที่ผิดเหมือนกัน
3. What is your perception towards teacher's attention on your reading ability in class? (นักเรียนมีการรับรู้ต่อการสังเกตของครูที่มีต่อความสามารถในการอ่านว่าอย่างไร)	When I knew that someone was observing, I felt like I had to pay more attention. It also made me want to read a little bit more. When it came to asking questions, I did not have a courage to ask sometimes because I was not sure if my questions were correct or not. รู้สึกว่าถ้ามีคนมาสังเกต มาดูก็จะต้องตั้งใจมากขึ้น ทำให้รู้สึกว่าอยากจะอ่านมากขึ้นนิดนึง แต่เวลามีคำถามบางครั้งจะไม่ค่อยกล้าถามเท่าไหร่ เพราะกลัวถามแบบนี้แล้วมันไม่ถูก	I could see a teacher looking around the room when we read. When I was confused, I could ask the teacher anytime. I did not feel the pressure if the teacher watched me because it was not a stare. หนูก็เห็นครูสังเกตอยู่ตลอดเลยตอนอ่าน เวลาที่งง ๆ ก็เรียกถามได้ตลอด ไม่ได้รู้สึกว่ากดดัน เพราะครูไม่ได้เดินมาจ้องอะไร	I liked when teacher assigned me to read and observed. However, if it came to reading aloud, I preferred read the passage to the teacher in person. Normally, when reading passages, I knew I must read because the teacher would be skeptical if I did not. But I felt like I could ask questions anytime. หนูชอบเวลาที่ครูมอบหมายให้อ่าน และสังเกตการอ่านของหนู แต่เวลาอ่านออกเสียง อยากอ่านส่วนตัวให้ครูฟังมากกว่า ส่วนถ้าเป็นการอ่านอื่น ๆ ก็รู้สึกว่าต้องอ่าน เพราะเดี๋ยวอาจารย์สงสัยว่าเราไม่ได้อ่าน และรู้สึกว่าสามารถถาม

Questions	Student 1	Student 2	Student 3
			คำถามได้
4. What is your perception towards feedback on your reading ability? (นักเรียนมีการรับรู้ต่อการให้ผลสะท้อนกลับที่มีต่อความสามารถในการอ่านว่าอย่างไร)	Comments from friends were beneficial by making I realized my friends' strength and weakness. When the teacher provided comments, I knew where I should improve. However, when evaluating friends, we tended to help one another by giving high scores. That made me think it might be better if the teacher was the one who scored the tasks. But still, this part helped for reading improvement, and I could take feedback for more revision. คอมเมนต์จากเพื่อนคิดว่ามีประโยชน์ ทำให้เรารู้จุดด้อยของเพื่อน จุดเด่นของเพื่อน เวลาครูคอมเมนต์งานมา ก็ทำให้รู้	Getting feedback from either friends or the teacher was good because I could improve myself in many ways. Sometimes I could not find the topics and got the sentences wrong. But with the feedback, I could edit the work by myself greatly. ได้ผลสะท้อนกลับมา ก็เป็นอะไรที่ดี ได้ปรับปรุงตัวเองหลายอย่าง ทั้งจากเพื่อนและจากครู บางทียังหาหัวข้อได้ไม่ดี จับประโยคผิด เวลาเพื่อนให้ผลสะท้อนกลับมา ก็ได้เอาไปแก้ได้เยอะมาก	I really liked the feedback because I knew what area I needed improvement. I liked the vocabulary part where I got a chance to assess myself how many words I knew or how many I did not. As well as the evaluation at the end of the lesson, it helped me to know what I did not know. หนูชอบส่วนนี้มากเลยนะคะ มันทำให้หนูรู้ตัวเองว่าต้องพัฒนาอะไร ชอบตรงที่เป็นคำศัพท์และให้เขียนว่าเรารู้คำศัพท์กี่คำ และหลังจากจบคาบ ที่ให้มีการสะท้อนผลและประเมินหลังเรียน ทำให้รู้ว่าเรายังไม่รู้เรื่องอะไร

Questions	Student 1	Student 2	Student 3
	ว่าควรแก้ไขตรงไหน แต่ที่ประเมินเพื่อนหรือว่าเพื่อนประเมินเรา ก็ต่างคนต่างช่วย ๆ กัน เวลาให้คะแนน ก็เลยคิดว่าส่วนนี้น่าจะให้อาจารย์เป็นคนให้คะแนนมากกว่า แต่จริง ๆ ก็ยังมีประโยชน์ที่ทำให้เรารู้ว่าพลาดในจุดไหน ส่วนตัวได้เอาผลสะท้อนกลับไปทบทวนบทเรียนมากขึ้น		
5. To what extent does the redesigned task and test affect your reading ability? (นักเรียนคิดว่าชิ้นงานอ่านและแบบทดสอบอ่านที่ถูกออกแบบใหม่ส่งผลต่อความสามารถในการอ่านอย่างไร)	I thought the redesign work was useful because every piece of work had it own benefits. Personally, I would try my best to finish the assigned task or test first. If I could not do it, I would change to the redesigned ones. Normally, in reading class, I was struggle with vocabulary. Reading to find the main ideas was fine fore me but if there were difficult vocabulary, I could not do it well. คิดว่างานออกแบบใหม่ก็มีประโยชน์ เพราะงานทุกชิ้นก็มี	Redesigned work tended to be easier. I thought if we did something easy, we would not be improved. I would try my best with the original work. Because I knew I would be provided with answer explanations and feedback later on. I could take that to improve myself. งานที่ออกแบบใหม่เนื้อหาที่ง่ายกว่าเดิม เลยคิดว่าถ้าเรียนอะไรที่ง่ายไป ก็จะไม่ได้พัฒนาขนาดนั้น อาจจะลองทำชีทเดิมให้ได้ก่อน เพราะว่ามีเฉลยและผลสะท้อนกลับมาให้ ก็ได้เอาตรงส่วนนั้นไปพัฒนาได้	Redesigned test and task suited me well because when I had to read and summarize, I was struggling. Therefore, the redesigned test or task guided me how to do so. I comprehended more of what and how to do, and took that to the next lessons. คิดว่าเป็นงานที่มีประโยชน์เหมาะกับหนูมาก ๆ ค่ะ เพราะเวลาอ่านจับใจความถ้ามีคำใบ้นิดนึงก็จะดีค่ะ บางทีมันอ่านแล้วไม่ค่อยได้เลย แต่พอมีตัวชิ้นงานใหม่ที่แนะแนวทางให้ว่าต้องทำยังไง ก็เข้าใจมากขึ้นและสามารถเอาไปต่อยอดเป็นแนวทางทำงานอื่น ๆ ได้ค่ะ

Questions	Student 1	Student 2	Student 3
	ประโยชน์ของมัน ส่วนตัวแล้วจะลองทำงานที่ให้ให้ได้ก่อน ถ้าไม่ได้จริง ๆ ก็จะเลือกไปทำงานที่ออกแบบใหม่ ถ้าเป็นการอ่านปกติแล้วจะติดเรื่องคำศัพท์มาก ๆ ถ้าอ่านจับใจความก็พอได้อยู่ แต่ศัพท์บางคำที่ยากจะค่อนข้างทำไม่ได้		

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Low Score Group

Questions	Student 4	Student 5	Student 6
1. What do you think about reading task in this course? Please elaborate. (นักเรียนมีความคิดเห็นอย่างไรต่อชิ้นงานอ่านในวิชานี้ กรุณาอธิบาย)	It was too difficult for me in terms of vocabulary knowledge, finding topics, and main ideas. I could not summarize well enough and could not order the passage in order to comprehend it. However, it helped improve my reading because I had more chances to practice. รู้สึกว่ามันน่าจะยากไปสำหรับผม แต่มันก็ช่วยทักษะการอ่านของผม เพราะได้ฝึกอ่านมากขึ้น ส่วนที่ยากคิดว่าเป็นการหาหัวข้อกับสรุปเรื่อง ส่วนที่เป็นศัพท์ค่อนข้างยาก และเวลาสรุปยังรู้สึกว่าเรียบเรียงไม่ค่อยได้	It seemed like a beneficial task, but I was a bit confused. There are some parts I did not see how it would benefit me. For example, making inference where it required me to write out the steps in order to find the inference from the passages. I could not write down the steps. รู้สึกว่าเป็นงานที่ดูน่าจะมีประโยชน์ แต่ตอนลองทำแล้วรู้สึกงง ๆนิดหน่อย รู้สึกว่ามีบางส่วนที่ทำแล้วไม่ได้ประโยชน์เท่าไหร่ เช่น งาน Making Inference ที่ต้องเขียนเป็นขั้น ๆ หนูไม่เข้าใจเท่าไหร่ เพราะมันเป็นเรื่องจับใจความ แต่เราเรียงลำดับขั้นตอนแล้วมันไม่ค่อยเข้าใจ	The task was well-designed. For me, it depended on the students. If I paid attention, I would definitely do it. But sometimes I just do not want to read the English passage. คิดว่างานก็ออกแบบมาดี แต่ว่าขึ้นอยู่กับผู้เรียนเองว่าตั้งใจไม่ตั้งใจ ถ้าผมตั้งใจก็สามารถทำได้

Questions	Student 4	Student 5	Student 6
2. What do you think about the reading test in this course? Please elaborate. (นักเรียนมีความคิดเห็นอย่างไรต่อแบบทดสอบอ่านในวิชานี้ กรุณาอธิบาย)	Reading paragraphs or passages, I felt like I did not do well. I had problem with reading aloud and that affected the interpretation of meanings. However, the test made me want to improve myself more. ถ้าเป็นอ่านย่อหน้าหรือบทความ รู้สึกว่ายังทำไม่ค่อยได้ เรื่องอ่านออกเสียงก็เป็นอีกอันหนึ่งที่ผมงงเพราะยังออกเสียงไม่ถูก เลยตีความหมายไม่ได้ แบบทดสอบเลยอาจจะยากไปสำหรับผม แต่การได้ทำก็ทำให้ผมอยากพัฒนาตัวเองมากขึ้น	It was good having the tests as we could finally learn from our mistakes. However, the open-ended questions could make me lack confidence with my answers. So I would like the test to have a certain answer otherwise I would wonder if I got the correct one or not. Or It might not match with my friends. คิดว่าการมีการทดสอบดี ถ้าเราได้ทำไปเรื่อย ๆ ก็ได้เรียนรู้จากความผิดพลาด แต่บางงานที่เป็นคำถามปลายเปิดก็ทำให้ไม่มั่นใจว่าที่ตอบไปจะถูกรึเปล่า เลยคิดว่าอยากให้ตัวคำถามมีคำตอบที่ชัดเจนกว่านี้ เพราะมันทำให้คิดว่าที่เราคิดไว้มันถูกรึเปล่า เพราะคำตอบอาจจะไปในทางเดียวกันกับเพื่อน แต่ไม่ตรงกับของคนอื่น	It was beneficial to me. I could practice more so I would get used to it. Even though it can be tiring and stressful. คิดว่ามันก็มีประโยชน์ ได้ฝึกทำให้มันคุ้นชิน ก็น่าจะทำได้เอง

Questions	Student 4	Student 5	Student 6
3. What is your perception towards teacher's attention on your reading ability in class? (นักเรียนมีการรับรู้ต่อการสังเกตของครูที่มีต่อความสามารถในการอ่านว่าอย่างไร)	I felt more confident when I read because I felt that the teacher helped fix if I did something wrong. รู้สึกมั่นใจขึ้นเวลาอ่านบทความ รู้สึกว่าอาจารย์คอยแก้ให้	The teacher paid attention to the students who answered the questions or asked questions. I did not feel like the teacher was observing me that much. คิดว่าคุณครูก็มีการให้ความสนใจกับคนที่ตอบคำถามหรือถามเรื่องเนื้อหา ส่วนตัวไม่ได้รู้สึกว่าครูมีการสังเกตขนาดนั้น	The teacher looked around the room and I felt free to ask questions. But I felt frustrated when the teacher took note because I was not sure if my points would be deducted or not. ก็รับรู้ว่าอาจารย์มีการมองทั่ว ๆ ห้องอยู่ ถ้ามีคำถามอะไรก็รู้สึกว่าถามได้
4. What is your perception towards feedback on your reading ability? (นักเรียนมีการรับรู้ต่อการให้ผลสะท้อนกลับที่มีต่อความสามารถในการอ่านว่าอย่างไร)	I thought the feedback did not help me change anything that much. But it helped when the test was coming. During the lessons, I did not take feedback so seriously. คิดว่าพวกผลสะท้อนกลับ ส่วนตัวไม่ค่อยได้แก้	For peer-evaluation, I felt like while we were studying, everyone paid attention to the teacher. We did not really see what our friends were doing all the time that we could evaluate each other. I suggested providing work that we could do together more. For the feedback from	Peer-evaluation was not practical because my friends did not pay attention to me. Everyone focused on their own. Maybe using extra points would help. การให้เพื่อนประเมินรู้สึกว่าไม่ค่อยได้ผลเท่าไหร่ เพราะว่าเพื่อนก็ไม่ได้ให้ความสนใจกับเรามากตอนเรียน เพราะส่วนมากจะโฟกัสกับตัวเอง คิดว่าถ้าเอาคะแนนมาล่อจะทำให้เพื่อนตั้งใจประเมินมากขึ้น

Questions	Student 4	Student 5	Student 6
	อะไรมากขนาดนั้น แต่ว่ามันก็มีประโยชน์ตอนจะสอบ แต่ระหว่างเรียนก็รู้สึกเฉย ๆ	teacher, I preferred 1-on-1 feedback more than the holistic one because it would be more straight to the point. For the self-assessment and evaluation, I did not feel like it helped with reading ability that much because sometimes I did not know what I did. ในส่วนที่ให้เพื่อนช่วยประเมิน รู้สึกว่าตอนเรียนเพื่อนก็ไม่ได้มาดูเราตลอดเวลา เลยอาจจะไม่ได้รู้ทุกขั้นตอนที่จะต้องประเมินเรา ส่วนการให้คอมเมนต์จากอาจารย์ คิดว่าการให้เป็นรายคนน่าจะดีกว่าการพูดรวม ๆ เพราะว่าถ้ามีการปรึกษารายคน ก็จะชี้แนะได้ตรงประเด็นมากกว่า ส่วนการประเมินตนเอง ค่อนข้างรู้สึกว่ายังไม่ได้ช่วยพัฒนาการอ่านมากขนาดนั้น เพราะบางครั้งยังไม่มั่นใจว่าตัวเองทำอะไรไปบ้างในแต่ละคาบ อาจจะมีการให้งานที่ทำร่วมกันไปเลย จะได้รู้ว่า	

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Questions	Student 4	Student 5	Student 6
		เพื่อนได้หรือไม่ได้อะไรมากกว่านี้	
5. To what extent does the redesigned task and test affect your reading ability? (นักเรียนคิดว่าชิ้นงานอ่านและแบบทดสอบอ่านที่ถูกออกแบบใหม่ส่งผลต่อความสามารถในการอ่านอย่างไร)	Personally, I believed the redesigned task was still a bit difficult, though it helped me understand easier. It was also good for making comprehension. It was also helped with the scores because I felt like I could get the scores easier. ส่วนตัวผมคิดว่ามันก็ยากเล็กน้อย มันช่วยให้เข้าใจง่ายขึ้น ทำความเข้าใจได้ดีขึ้นและช่วยเก็บเกี่ยวคะแนนได้ดีกว่า มันก็อาจจะมีผลเรื่องคะแนน	Personally, if I did not understand some topics, the redesigned tasks or tests on the same topics would not help anyway. Understanding the content was more important to me. Getting more guidance or examples might help, but I wanted to understand the content, like meaning more. Otherwise, I would not be able to do it anyway. ส่วนตัวรู้สึกว่าต่อให้เราไม่เข้าใจเรื่องอะไร เวลาไปทำงานที่ออกแบบใหม่ก็อาจจะไม่ได้ช่วย อาจจะต้องเข้าใจเนื้อหาให้ดีก่อน การมีการชี้แนะแนวทางหรือให้ตัวอย่างเพิ่มขึ้น ก็พอทำได้ แต่อยากเข้าใจเนื้อหาที่อ่านไปเลยมากกว่า และหากต้องไปทำงานอื่น ก็อาจจะทำไม่ได้อยู่ดี	I believed the redesigned task helped a lot because the more I understood what to do, the better I could do. More guidelines helped me a lot, for example, getting topics to match with the paragraphs rather than write our own topics. คิดว่างานที่ออกแบบใหม่ก็ช่วยเยอะ เพราะว่าถ้าอ่านเนื้อหาได้เข้าใจมากขึ้นก็ทำได้ดีขึ้น และการมีคำชี้แนะเพิ่มเติมมาให้ ก็ช่วยได้เยอะ เช่นมี topic มาให้เลือกก็ดีกว่าเขียนเอง

Appendix I

Experts' Validation of Reading Test

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Items	Aspects	Mean	Results	Comments
Factor 1: a large recognition vocabulary (vocabulary knowledge) **Learning Outcome: Students will be able to identify the meaning of vocabulary from the texts.**				
1	1. The **decimation** of sharks has made many ecologists worried that it could lead to the collapse of the ocean. **a. decrease** b. increase c. attack d. proliferate	0.67	Acceptable	Vocabulary is not A2 level.
2	2. One cause of having a **scoliosis** in many office workers is sitting with a bad posture for a long time. a. stress **b. curved spine** c. workload d. trouble	0.67	Acceptable	Add adjectives to other choices.
3	3. Even though **microplastics** are tiny, their dangers to animals or environment are countless. a. a process of making pieces of plastic b. natural occurrences of plastic **c. extremely small pieces of plastic** d. toxic-free types of plastic	0.67	Acceptable	
4	4. Filming a new ad with his phone, Alex got an award for its **seamless** motion pictures. It's just like water	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	flows. a. tracked **b. smooth** c. violent d. endangered			
5	5. The school provides laptops for everyone, but they have to bring their own **headsets** for ultimate experiences. a. a set of questions **b. a device for sound** c. a set of stories to share d. a device for head protection	0.33	Not Acceptable	Add more context
6	According to the experts, if the metaverse can adhere to the best learning principles, it has the potential to change how lessons are taught and how children learn. Virtual Reality (VR) based education has the potential to break down boundaries between studies by demonstrating how diverse ideas can be applied to real-world circumstances. Additionally, in the future, practical tasks like wiring a plug, installing a drain, and even advanced healthcare skills like surgical procedure could be taught using VR. By allowing us to replicate everything from a discussion to a treatment, learning becomes more engaging and meaningful. Students can use a virtual reality	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	headset to explore activities and surroundings that they wouldn't be able to undertake in everyday world. Students from all over the world may be able to engage in classroom discussions using this virtual environment. Because of the creative experience in the classroom, they will be more likely to remember lessons learned from their teachers. Virtual campus visits will be common, helping colleges to break down the global divide that divides students and educators from all over the world. Parents and students will no longer need to travel large distances to visit the school, depending on Metaverse's virtual world. Professors would be able to **generate** an ambiance that is quite amazing and likely to interest students of all ages. 30. The word '**generate**' in paragraph 2 can be best replaced by… a. create b. normalize c. lessen d. increase			
Factor 2: the ability to formulate the main ideas of a text (formulate and combine appropriate semantic propositions) **Learning Outcome: Students will be able to identify the main idea after reading texts.**				

Items	Aspects	Mean	Results	Comments
7	 11. What is this notice is mainly about? a. Food made here is high in nutrients. b. There are many types of food made here. c. Those with allergies need special advice. **d. Those with allergies should aware choosing food to eat.**	1	Acceptable	Changing 'be aware of' to 'be careful'
8	If there were ever any hope of limiting children from screen time, it was destroyed by the pandemic. <u>One study</u> found that usage of social media and video games was up by at least 60% in 2020 over 2019 among children between 12 and 17. Now imagine not just a screen, but a world. Tatsu, a mother of two children and, despite having created a successful career in digital spaces, she insists that her children spend as much of their time as possible in the real world. "It's so important for humans to be with humans in real life," she says.	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	"And so I think that as kids grow up in this space, there will have to be outlets for people to engage, go smell a flower here, walk in on a trail, have a real conversation with your friend and throw a ball. I mean, even though you can simulate that, the simulation is not the same. And so I feel in some ways bad for my kids." 15. What is the main idea of this passage? **a. Spending time in the real world is important.** b. There are some ways to limit kids from screen time. c. Usage of social media and video games was up by at least 60%. d. Children between 12 and 17 tended to spend more time in the real world.			
9	Since 1994, 22 countries have placed domestic regulations on shark finning. China is also working towards ending shark finning. To decrease the cultural value of fins, the Chinese government began prohibiting the serving of shark fin soup at official banquets in 2012. Yet cultural values are slow to change, even with growing support to ban shark finning from governments and celebrities. Many restaurants and hotels around the world continue to sell shark fin soup. One 2012 survey found that only six	1	Acceptable	Change to "Others with traditional mindset remain

Items	Aspects	Mean	Results	Comments
	percent of luxury hotels in the Chinese cities of Beijing, Shenzhen, and Fuzhou had stopped serving the dish. To those who feel shark fin soup is a part of their culture, cutting **it** out of their diets completely is difficult. Some people support increasing regulations on shark finning rather than banning it completely or using the whole shark so there is less waste and cruelty. 17. What is the main idea of the passage? a. Some cities in China stopped serving shark fin soup. **b. Culture played an important role in ending shark finning.** c. Governments and celebrities helped promote the banning of shark finning. d. Chinese government banned shark finning by cutting it out of Chinese diets completely.			strongly against this process, making it difficult to resolve this debate."
10	It's not easy to tell Africanized bees from non-Africanized bees at first glance; theoretically, their wings might be a bit shorter, but the only fool proof way to tell is to perform a DNA test to look for African honeybee DNA. That means there is a spectrum of Africanization; bees can have a very small or a very large percentage of African honeybee DNA depending on their heritage. But their behavior is certainly	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	different: They maintain the traits of quickness to attack, the legitimately scary tendency to chase potential threats, and a much greater willingness to sting. Even though the venom in an Africanized honeybee is no greater or more dangerous than in any other bee, an Africanized bee swarm is much more likely to attack in great numbers, meaning that deaths from Africanized bee swarms are much more common. That said! Bees, including the Africanized hybrid bees, are not known for attacking without provocation; these bees do not fly around trying to find people to sting. They simply react much more aggressively to threats than other bees. 20. What is this passage is mainly about? a. Africanized bees' wings are a bit shorter than other bees. b. Deaths from Africanized bee swarms are much more common. **c. Africanized bees react to threats in a more aggressive way than other bees.** d. Bees can have a very small or a very large percentage of African honeybee DNA.			

Items	Aspects	Mean	Results	Comments
11	Bees' primary sense is smell, said Schmidt. "They navigate the world through odor," he noted. Holding your breath won't exactly help when there's a whole swarm on you, but it might give you some time to get away if only a few bees are hovering. "If you take **that** away, you are making them blind, so to speak," he said. "It's almost like you are invisible to them." If you unfortunately get stung, you must scrape the stinger off your skin with something that has a flat surface like a credit card or a butter knife or a pair of tweezers. Don't try to pull it out with your fingers, we've been told, because then you'll press the bulb at the end of it and force the venom into your skin faster. That's a myth, Schmidt said. And a dangerous one at that, because you could waste valuable seconds looking for something flat to scrape it out with. "Just get it out. Pull it out, rub it out, pinch it out," he went on. "It doesn't matter. All that matters is that you remove it as fast as possible. It is also useful to keep in mind that **not all honeybees are dying out. The dangerous ones are thriving, so keep an exterminator on speed dial.** Nicole Sorenson of Bee Busters, a bee removal company that was called in after the incident in California where a woman was stung 200 times and hospitalized, said residents are often hesitant to call. 23. The main idea of this passage is …	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	a. Bees' primary sense is smell. b. There are some myths about bees' stingers. **c. Things you should do if bees attack.** d. **Not all honeybees are dying out**.			
12	According to the experts, if the metaverse can adhere to the best learning principles, it has the potential to change how lessons are taught and how children learn. Virtual Reality (VR) based education has the potential to break down boundaries between studies by demonstrating how diverse ideas can be applied to real-world circumstances. Additionally, in the future, practical tasks like wiring a plug, installing a drain, and even advanced healthcare skills like surgical procedure could be taught using VR. By allowing us to replicate everything from a discussion to a treatment, learning becomes more engaging and meaningful. Students can use a virtual reality headset to explore activities and surroundings that they wouldn't be able to undertake in everyday world. Students from all over the world may be able to engage in classroom discussions using this virtual environment. Because of the creative experience in the classroom, they will be more likely to remember lessons learned from their teachers. Virtual campus visits will be common, helping colleges to break down	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	the global divide that divides students and educators from all over the world. Parents and students will no longer need to travel large distances to visit the school, depending on Metaverse's virtual world. Professors would be able to **generate** an ambiance that is quite amazing and likely to interest students of all ages. 26. What is the main idea of the passage? **a. Metaverse can benefit education.** b. With metaverse, student can engage in classroom discussions more. c. Students of all ages can learn in an amazing environment. d. Metaverse makes campus visits more convenient.			
Factor 3: the ability to recognize discourse structuring and genre patterns, and use this knowledge to support comprehension **Learning Outcome: Students will be able to answer the questions after reading texts.**				

Items	Aspects	Mean	Results	Comments
13	 14. According to the passage, who might need the HOKA footwear the most? a. Ken is a university student **who** currently studies online. **b. Jonah is a surgeon who spends hours doing operation.** c. Laura **who** works as a website designer spends hours at the desk.	1	Acceptable	Use 'who' for all (same fashion)

Items	Aspects	Mean	Results	Comments
	d. Jane works as a data analyst **who** spends most of her time with the laptop.			
14	Since 1994, 22 countries have placed domestic regulations on shark finning. China is also working towards ending shark finning. To decrease the cultural value of fins, the Chinese government began prohibiting the serving of shark fin soup at official banquets in 2012. Yet cultural values are slow to change, even with growing support to ban shark finning from governments and celebrities. Many restaurants and hotels around the world continue to sell shark fin soup. One 2012 survey found that only six percent of luxury hotels in the Chinese cities of Beijing, Shenzhen, and Fuzhou had stopped serving the dish. To those who feel shark fin soup is a part of their culture, cutting **it** out of their diets completely is difficult. Some people support increasing regulations on shark finning rather than banning it completely or using the whole shark so there is less waste and cruelty. Others remain strongly against this process, making it difficult to resolve this debate. 19. What does **it** in line 7 refer to? a. culture b. finning c. regulation **d. shark fin soup**	1	Acceptable	The key is too obvious.
15	It's not easy to tell Africanized bees from non-Africanized bees at first glance;	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	theoretically, their wings might be a bit shorter, but the only fool proof way to tell is to perform a DNA test to look for African honeybee DNA. That means there is a spectrum of Africanization; bees can have a very small or a very large percentage of African honeybee DNA depending on their heritage. But their behavior is certainly different: They maintain the traits of quickness to attack, the legitimately scary tendency to chase potential threats, and a much greater willingness to sting. Even though the venom in an Africanized honeybee is no greater or more dangerous than in any other bee, an Africanized bee swarm is much more likely to attack in great numbers, meaning that deaths from Africanized bee swarms are much more common. That said! Bees, including the Africanized hybrid bees, are not known for attacking without provocation; these bees do not fly around trying to find people to sting. They simply react much more aggressively to threats than other bees. 22. According to passage, which sentence is TRUE? **a.** Africanized honeybees' venom is the deadliest. b. Bees usually target human to sting as their daily routine.			

Items	Aspects	Mean	Results	Comments
	c. **Normally, bees do not attack if they are not provoked.** d. DNA testing is the only way to tell the different between Africanized bees and other bees.			
16	Bees' primary sense is smell, said Schmidt. "They navigate the world through odor," he noted. Holding your breath won't exactly help when there's a whole swarm on you, but it might give you some time to get away if only a few bees are hovering. "If you take **that** away, you are making them blind, so to speak," he said. "It's almost like you are invisible to them." If you unfortunately get stung, you must scrape the stinger off your skin with something that has a flat surface like a credit card or a butter knife or a pair of tweezers. Don't try to pull it out with your fingers, we've been told, because then you'll press the bulb at the end of it and force the venom into your skin faster. That's a myth, Schmidt said. And a dangerous one at that, because you could waste valuable seconds looking for something flat to scrape it out with. "Just get it out. Pull it out, rub it out, pinch it out," he went on. "It doesn't matter. All that matters is that you remove it as fast as possible. It is also useful to keep in mind that **not all honeybees are dying out. The dangerous ones are thriving, so keep an exterminator on speed dial.** Nicole Sorenson of Bee Busters, a bee removal company that was called in after the incident in California where a woman was stung 200 times and hospitalized, said	0.33	Not Acceptable	Key comes with adj. but others with a/an

Items	Aspects	Mean	Results	Comments
	residents are often hesitant to call. 24. What does '**<u>that'</u>** in line 3 refer to? a. a bee b. an odor **c. breath** d. a stinger			
17	According to the experts, if the metaverse can adhere to the best learning principles, it has the potential to change how lessons are taught and how children learn. Virtual Reality (VR) based education has the potential to break down boundaries between studies by demonstrating how diverse ideas can be applied to real-world circumstances. Additionally, in the future, practical tasks like wiring a plug, installing a drain, and even advanced healthcare skills like surgical procedure could be taught using VR. By allowing us to replicate everything from a discussion to a treatment, learning becomes more engaging and meaningful. Students can use a virtual reality headset to explore activities and surroundings that they wouldn't be able to undertake in everyday world. Students from all over the world may be able to engage in classroom discussions using this virtual environment. Because of the creative experience in the classroom, they will be more likely to remember lessons learned from their teachers. Virtual campus visits will be common, helping colleges to break down	1	Acceptable	Use 'Not True'

Items	Aspects	Mean	Results	Comments
	the global divide that divides students and educators from all over the world. Parents and students will no longer need to travel large distances to visit the school, depending on Metaverse's virtual world. Professors would be able to **generate** an ambiance that is quite amazing and likely to interest students of all ages. 27. Which statement is **FALSE** according to the passage? a. Metaverse makes learning more related to our real lives. **b. With metaverse, students can remember the lessons as much as regular learning.** c. Students can have more hand-on experiences using metaverse. d. There are some parents who travel a long way to visit the schools.			
18	According to the experts, if the metaverse can adhere to the best learning principles, it has the potential to change how lessons are taught and how children learn. Virtual Reality (VR) based education has the potential to break down boundaries between studies by demonstrating how diverse ideas can be applied to real-world circumstances. Additionally, in the future, practical tasks like wiring a plug, installing a drain, and even advanced healthcare skills like surgical procedure could be taught using VR.	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	By allowing us to replicate everything from a discussion to a treatment, learning becomes more engaging and meaningful. Students can use a virtual reality headset to explore activities and surroundings that they wouldn't be able to undertake in everyday world. Students from all over the world may be able to engage in classroom discussions using this virtual environment. Because of the creative experience in the classroom, they will be more likely to remember lessons learned from their teachers. Virtual campus visits will be common, helping colleges to break down the global divide that divides students and educators from all over the world. Parents and students will no longer need to travel large distances to visit the school, depending on Metaverse's virtual world. Professors would be able to **generate** an ambiance that is quite amazing and likely to interest students of all ages. 28. Which one of this is **NOT** a thing you can do with metaverse as mentioned in the passage? **a. taking an exam** b. exchanging thoughts c. practicing house maintenance d. learning about medical procedures			

Items	Aspects	Mean	Results	Comments
Factor 4: the ability to interpret text meaning critically in line with reading purposes **Learning Outcome: Students will be able to make inferences from the texts.**				
19	I am trying to concentrate and think about what she said, but I can't remember anything. All I can think of is that she called my name and asked me a question which I couldn't answer. Later on, she said to me, "Steve, you should work harder. You will be tested next week." I should have believed her because I am so hopeless now. 6. What is Steve likely doing now? **a. taking a test** b. attending a concert c. buying groceries d. reading a book	1	Acceptable	
20	The song comes alive as night draws in. Hear it curl beneath the blanket, slip between the fold of cradling arms, in rooms across the world. To an audience of children, a hidden chorus of caregivers fills the night with **song**. 7. What likely is the type of song that is mentioned in the passage? a. religious b. opera c. rock **d. lullaby**	1	Acceptable	
21	Miss Kate was writing on the back of the board when she felt something hit her in	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	the back of the head. She put her hand up to touch the sting, and immediately felt another on the back of her hand. There was a suppressed giggle behind her; the scraping of a chair leg across the linoleum floor. She felt her face going red, and her temper rising up into her throat. She spun around angrily. “All right, that’s enough!” she said. “I have had it! I’m going to have to ask you to leave!” 8. What job do you think Miss Kate does? a. a beekeeper b. a chef c. a shop assistant **d. a teacher**			
22	It was impossible to sleep. It was as if the house was under attack. Things were being hurled at it and ripped from it; at times, its very foundation seemed to shudder. I huddled under my quilt in the dark. I had drawn my heavy curtains, and I figured that if the window was blown in, the curtain in combination with the quilt might keep me from getting too badly injured. It wasn’t until the early morning hours that I was able to doze off. It was daybreak when I awoke — and silent. I hurried to the window, to see what damage had been done. The whole neighborhood was covered with branches and leaves. But the real problem was the tree that seemed to be growing right through the hood of my car. Oh boy.	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	9. What likely happened in the story? a. There was a war in the city. b. There was a burglar braking in the house. **c. There was a hurricane sweeping town.** d. There was a naughty boy who threwsomething to the house.			
23	Kathy filled the tub with warm water. She gathered the flea shampoo and lots of towels. She got a pitcher so that she could pour water over Ozzy to rinse his hair. Since she knew he would shake and get water all over the floor, she put down towels to stand him on when she finished bathing him. She was ready to start. She called Ozzy and put him in the bathtub. The fun was about to begin, then she said "Your parents will be back soon. I will be seeing you next week." 10. Which statement is **NOT** an inference of the story? a. Ozzy often gets cold when he is bathed. **b. Kathy is Ozzy's parent.** c. Kathy works is likely to be a nanny. d. Kathy doesn't live with Ozzy.	1	Acceptable	
24	It's not easy to tell Africanized bees from non-Africanized bees at first glance;	**0.33**	Not	Capitalize

Items	Aspects	Mean	Results	Comments
	theoretically, their wings might be a bit shorter, but the only fool proof way to tell is to perform a DNA test to look for African honeybee DNA. That means there is a spectrum of Africanization; bees can have a very small or a very large percentage of African honeybee DNA depending on their heritage. But their behavior is certainly different: They maintain the traits of quickness to attack, the legitimately scary tendency to chase potential threats, and a much greater willingness to sting. Even though the venom in an Africanized honeybee is no greater or more dangerous than in any other bee, an Africanized bee swarm is much more likely to attack in great numbers, meaning that deaths from Africanized bee swarms are much more common. That said! Bees, including the Africanized hybrid bees, are not known for attacking without provocation; these bees do not fly around trying to find people to sting. They simply react much more aggressively to threats than other bees. 21. According to the passage, we can infer that … a. every bee has African honeybee DNA.		Acceptable	the letters at the beginning of the alternatives.

Items	Aspects	Mean	Results	Comments
	b. we cannot run a DNA test in non-Africanized bees. **c. African honeybee DNA can be found at different amount.** d. The percentage of African honeybee DNA can be identified from bees' wings.			
Factor 5: the ability to interpret text meaning critically in line with reading purposes **Learning Outcome: Students will be able to identify the author's purposes.**				
25	 12. We can say that the writer of this notice wants to … a. share the recipe b. provide cooking tips c. inform about the nutrition **d. warn about a health condition**	1	Acceptable	

Items	Aspects	Mean	Results	Comments
26	 13. What is the purpose of the text above? **a. to sell product** b. to raise awareness c. to compare brands d. to share his/her feeling	1	Acceptable	
27	If there were ever any hope of limiting children from screen time, it was	0.67	Acceptable	

Items	Aspects	Mean	Results	Comments
	destroyed by the pandemic. One study found that usage of social media and video games was up by at least 60% in 2020 over 2019 among children between 12 and 17. Now imagine not just a screen, but a world. Tatsu, a mother of two children and, despite having created a successful career in digital spaces, she insists that her children spend as much of their time as possible in the real world. "It's so important for humans to be with humans in real life," she says. "And so I think that as kids grow up in this space, there will have to be outlets for people to engage, go smell a flower here, walk in on a trail, have a real conversation with your friend and throw a ball. I mean, even though you can simulate that, the simulation is not the same. And so I feel in some ways bad for my kids." 16. We can infer from the passage that the author mentioned Tatsu in order to… **a. provide an example** b. praise her success c. give credit to her study d. show her disagreement with the study			

Items	Aspects	Mean	Results	Comments
28	Since 1994, 22 countries have placed domestic regulations on shark finning. China is also working towards ending shark finning. To decrease the cultural value of fins, the Chinese government began prohibiting the serving of shark fin soup at official banquets in 2012. Yet cultural values are slow to change, even with growing support to ban shark finning from governments and celebrities. Many restaurants and hotels around the world continue to sell shark fin soup. One 2012 survey found that only six percent of luxury hotels in the Chinese cities of Beijing, Shenzhen, and Fuzhou had stopped serving the dish. To those who feel shark fin soup is a part of their culture, cutting **it** out of their diets completely is difficult. Some people support increasing regulations on shark finning rather than banning it completely or using the whole shark so there is less waste and cruelty. Others remain strongly against this process, making it difficult to resolve this debate. 18. The author tells a story in a way that … a. shows agreement with the government. b. promotes cultural value of shark fins. **c. shows both sides opinions.** d. sympathized the restaurants.	1	Acceptable	
29	Bees' primary sense is smell, said Schmidt. "They navigate the world through	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	odor," he noted. Holding your breath won't exactly help when there's a whole swarm on you, but it might give you some time to get away if only a few bees are hovering. "If you take **that** away, you are making them blind, so to speak," he said. "It's almost like you are invisible to them." If you unfortunately get stung, you must scrape the stinger off your skin with something that has a flat surface like a credit card or a butter knife or a pair of tweezers. Don't try to pull it out with your fingers, we've been told, because then you'll press the bulb at the end of it and force the venom into your skin faster. That's a myth, Schmidt said. And a dangerous one at that, because you could waste valuable seconds looking for something flat to scrape it out with. "Just get it out. Pull it out, rub it out, pinch it out," he went on. "It doesn't matter. All that matters is that you remove it as fast as possible. It is also useful to keep in mind that **not all honeybees are dying out. The dangerous ones are thriving, so keep an exterminator on speed dial.** Nicole Sorenson of Bee Busters, a bee removal company that was called in after the incident in California where a woman was stung 200 times and hospitalized, said residents are often hesitant to call. 25. What is the author's purpose?			

Items	Aspects	Mean	Results	Comments
	a. to narrate the scene b. to promote bee buster company **c. to give advice** d. to describe the steps			
30	According to the experts, if the metaverse can adhere to the best learning principles, it has the potential to change how lessons are taught and how children learn. Virtual Reality (VR) based education has the potential to break down boundaries between studies by demonstrating how diverse ideas can be applied to real-world circumstances. Additionally, in the future, practical tasks like wiring a plug, installing a drain, and even advanced healthcare skills like surgical procedure could be taught using VR. By allowing us to replicate everything from a discussion to a treatment, learning becomes more engaging and meaningful. Students can use a virtual reality headset to explore activities and surroundings that they wouldn't be able to undertake in everyday world. Students from all over the world may be able to engage in classroom discussions using this virtual environment. Because of the creative experience in the classroom, they will be more likely to remember lessons learned from their teachers. Virtual campus visits will be common, helping colleges to break down	1	Acceptable	

Items	Aspects	Mean	Results	Comments
	the global divide that divides students and educators from all over the world. Parents and students will no longer need to travel large distances to visit the school, depending on Metaverse's virtual world. Professors would be able to **generate** an ambiance that is quite amazing and likely to interest students of all ages. 29. What is the purpose of the author? **a. to inform** b. to persuade c. to criticize d. to make a promise			

MAHIDOL UNIVERSITY

Appendix J

Experts' Validation of Questionnaire Items

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Items	Mean	Results
คำสั่ง		
คำสั่ง: กรุณาเลือกระดับความคิดเห็นเพียง 1 ข้อที่ตรงกับความคิดเห็นของท่านต่อประเด็นในแต่ละข้อ 1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง 2 หมายถึง ไม่เห็นด้วย 3 หมายถึง ไม่แน่ใจ 4 หมายถึง เห็นด้วย 5 หมายถึง เห็นด้วยอย่างยิ่ง **Instructions: Please mark on only <u>ONE</u> level of agreement for each following statement to indicate your opinion.** 1 = Strongly Disagree 2 = Disagree 3 = Not Sure 4 = Agree 5 = Strongly Agree	0.67	Acceptable

CHULALONGKORN UNIVERSITY จุฬาลงกรณ์มหาวิทยาลัย

Items	Mean	Results
ชิ้นงานอ่าน		
1. ฉันคิดว่าฉันสามารถเลือกทำชิ้นงานอ่านได้ I think reading tasks are to some degree opened for students' options.	1	Acceptable
2. ฉันคิดว่าชิ้นงานอ่านมีคุณค่าต่อการเรียนรู้ของฉัน I think reading tasks are meaningful.	0.67	Acceptable
3. ฉันคิดว่าชิ้นงานอ่านมีความเชื่อมโยงกับชีวิตจริง I think reading tasks are related to the real world.	1	Acceptable
4. ฉันรู้จุดประสงค์ของชิ้นงานอ่านที่ทำ I know the objective of the tasks.	1	Acceptable
5. ฉันคิดว่าชิ้นงานอ่านช่วยให้ฉันพัฒนาความสามารถในการอ่านของตัวเองได้ I think the tasks can help me track my reading ability.	0.67	Acceptable

CHULALONGKORN UNIVERSITY

Items	Mean	Results
6. ฉันเข้าใจเป็นอย่างดีว่าต้องทำอะไรในชิ้นงานอ่าน I understand what to do in the tasks well.	1	Acceptable
แบบทดสอบการอ่าน		
7. ฉันคิดว่าฉันเลือกได้ในการทำแบบทดสอบการอ่าน I think reading tests are to some degree opened for students' options.	0.67	Acceptable
8. ฉันคิดว่าแบบทดสอบการอ่านมีคุณค่าต่อการเรียนรู้ของฉัน I think reading tests are meaningful.	1	Acceptable
9. ฉันคิดว่าแบบทดสอบการอ่านมีความเชื่อมโยงกับชีวิตจริง I think reading tests are related to the real world.	1	Acceptable
10. ฉันรู้จุดประสงค์ของแบบทดสอบการอ่าน I know the objective of the tests.	1	Acceptable
11. ฉันคิดว่าแบบทดสอบการอ่านช่วยให้ฉันติดตามการพัฒนาความสามารถในการอ่านของตัวเองได้	0.67	Acceptable

Items	Mean	Results
I think the tests can help me track my reading ability.		
12. ฉันคิดว่าแบบทดสอบการอ่านช่วยสะท้อนความสามารถในการอ่านของฉัน I think tests are necessary as the reflection of my reading ability.	1	Acceptable
การสังเกตของครู		
13. ครูใช้หลักฐานจากชิ้นงานอ่านในการบอกระดับความสามารถในการอ่านของฉัน Teacher informs my current level of reading ability with the learning evidence from task.	1	Acceptable
14. ครูใช้หลักฐานจากแบบทดสอบการอ่านในการบอกระดับความสามารถในการอ่านของฉัน Teacher informs my current level of reading ability with the learning evidence from test.	1	Acceptable
15. ครูให้เวลาอย่างเหมาะสมในการทำชิ้นงานอ่านให้สำเร็จ Teacher provides suitable amount of time to complete the task.	0.67	Acceptable
16. ครูให้เวลาอย่างเหมาะสมในการทำแบบทดสอบการอ่านให้สำเร็จ	0.67	Acceptable

Items	Mean	Results
Teacher provides suitable amount of time to complete the test.		
17. ครูคอยตรวจสอบความเข้าใจขณะทำชิ้นงานอ่านหรือกิจกรรม Teacher checks up on us during reading task and activity.	1	Acceptable
18. ครูใช้คำถามเพื่อตรวจสอบความเข้าใจของนักเรียน Teacher uses questions to check our comprehension.	1	Acceptable
ผลป้อนกลับ		
19. ฉันคิดว่าผลป้อนกลับด้านการอ่านบอกระดับความสามารถในการอ่านของฉัน I think feedback on reading inform my current level of reading ability.	1	Acceptable
20. ฉันคิดว่าผลป้อนกลับด้านการอ่านช่วยให้การอ่านของฉันพัฒนา I think feedback on reading helps improve my reading ability.	1	Acceptable
21. ฉันคิดว่าฉันจำเป็นต้องใช้ผลป้อนกลับด้านการอ่านในการเรียนอ่าน I think I need feedback on reading and use it for my reading lessons.	1	Acceptable

Items	Mean	Results
22. ฉันคิดว่าฉันรู้สิ่งที่ต้องปรับปรุงจากผลป้อนกลับของครู I think I know what to improve from teacher's feedback.	1	Acceptable
23. ฉันคิดว่าผลป้อนกลับจากเพื่อนด้านการอ่านช่วยให้การอ่านของฉันพัฒนา I think peer feedback helps in reading ability improvement.	1	Acceptable
24. ฉันคิดว่าการใช้แบบประเมินตนเองและแบบประเมินจากเพื่อนมีประโยชน์ในการช่วยพัฒนาการอ่านของฉัน I think using self-assessment form and peer-feedback form is beneficial in improving reading ability.	1	Acceptable
การออกแบบใหม่		
25. ฉันคิดว่าชิ้นงานอ่านที่ถูกออกแบบใหม่ทำให้ฉันได้นำผลสะท้อนกลับมาใช้ปรับปรุงการอ่าน I think redesigned reading task allows me to use feedback for reading improvement.	1	Acceptable
26. ฉันคิดว่าแบบทดสอบการอ่านที่ถูกออกแบบใหม่ทำให้ฉันได้นำผลสะท้อนกลับมาใช้ปรับปรุงการอ่าน I think redesigned reading test allows me to use feedback for reading improvement.	1	Acceptable

Items	Mean	Results
27. ฉันคิดว่าชิ้นงานอ่านที่ถูกออกแบบใหม่ช่วยพัฒนาความสามารถในการอ่านของฉัน I think redesigned task help improve my reading ability.	1	Acceptable
28. ฉันคิดว่าแบบทดสอบการอ่านที่ออกแบบใหม่ช่วยพัฒนาความสามารถในการอ่านของฉัน I think redesigned test help improve my reading ability.	1	Acceptable
29. ฉันนำผลสะท้อนกลับมาใช้ในชิ้นงานอ่านและแบบทดสอบอ่านที่ออกแบบใหม่ I take feedback to complete the redesigned test and task.	0.67	Acceptable
30. ฉันคิดว่าครูเปิดโอกาสให้ฉันได้พัฒนาความสามารถในการอ่าน I think teacher allows me to improve my reading.	0.67	Acceptable

Appendix K

Experts' Validation of The Semi-structured Interview

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Items	Mean	Results
1. นักเรียนมีความคิดเห็นอย่างไรต่อชิ้นงานอ่านในวิชานี้ กรุณาอธิบาย What do you think about reading task in this course? Please elaborate.	1	Acceptable
2. นักเรียนมีความคิดเห็นอย่างไรต่อแบบทดสอบอ่านในวิชานี้ กรุณาอธิบาย What do you think about the reading test in this course? Please elaborate.	1	Acceptable
3. นักเรียนมีรับรู้การสังเกตของครูว่ามีผลต่อความสามารถในการอ่านอย่างไร What is your perception towards teacher's attention on your reading ability in class?	0.67	Acceptable

Items	Mean	Results
4. นักเรียนมีการรับรู้ต่อการให้ผลสะท้อนกลับที่มีต่อความสามารถในการอ่านว่าอย่างไร What is your perception towards feedback on your reading ability?	1	Acceptable
5. นักเรียนคิดว่าชิ้นงานอ่านและแบบทดสอบอ่านที่ออกแบบใหม่ส่งผลต่อความสามารถในการอ่านอย่างไร To what extent does the redesigned task and test affect your reading ability?	1	Acceptable

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จุฬาลงกรณ์มหาวิทยาลัย

Appendix L

List of Experts

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Experts involved in unit plan and reading materials

- Dr. Rossana Madsathawee (Prasarnmit Demonstration School Secondary)
- Dr. Kanokporn Wongpairin (Prasarnmit Demonstration School Secondary)
- Ms. Napasawan Srisam-ang (Prasarnmit Demonstration School Secondary)

Experts involved in reading test

- Asst. Prof. Pariwat Imsa-ard, Ph. D. (Faculty of Liberal Arts, Thammasat University)
- Dr. Kanokporn Wongpairin (Prasarnmit Demonstration School Secondary)
- Dr. Raveewan Viengsang (Language Institute, Chulalongkorn University)

Experts involved in questionnaire and semi-structured interview questions

- Dr. Thichakorn Arthitwarakull (Prasarnmit Demonstration School Secondary)
- Mr. Natthapon Khiaosen (Prasarnmit Demonstration School Secondary)
- Ms. Napasawan Srisam-ang (Prasarnmit Demonstration School Secondary)

CHULALONGKORN UNIVERSITY

VITA

NAME	Rinthip Chongsomboon
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จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY