



THE EFFECTS OF USING TASK-BASED READING INSTRUCTIONS
TO ENHANCE ENGLISH READING COMPREHENSION ABILITIES
OF VOCATIONAL CERTIFICATE STUDENTS
AT PHETCHABUN TECHNICAL COLLEGE

By

MISS Darika KAMMEE

An Independent Study Submitted in Partial Fulfillment of the Requirements
for Master of Education ENGLISH LANGUAGE TEACHING

Department of Curriculum and Instruction

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Field of Study ENGLISH LANGUAGE TEACHING

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The purposes of this study were: 1) to compare the students' reading comprehension abilities before and after learning by using task-based reading instructions and 2) to study students' satisfaction towards using task-based reading instructions.

The samples were 20 second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021. They were selected by simple random sampling. The duration of the experiment was 5 weeks. Each week was used for two hours. It took eight hours in total which included the pre-test and the post-test. The research instruments used in this study consists of the three lesson plans, the reading comprehension test which was used as the pretest and posttest, and the questionnaire on satisfaction towards task-based reading instructions.

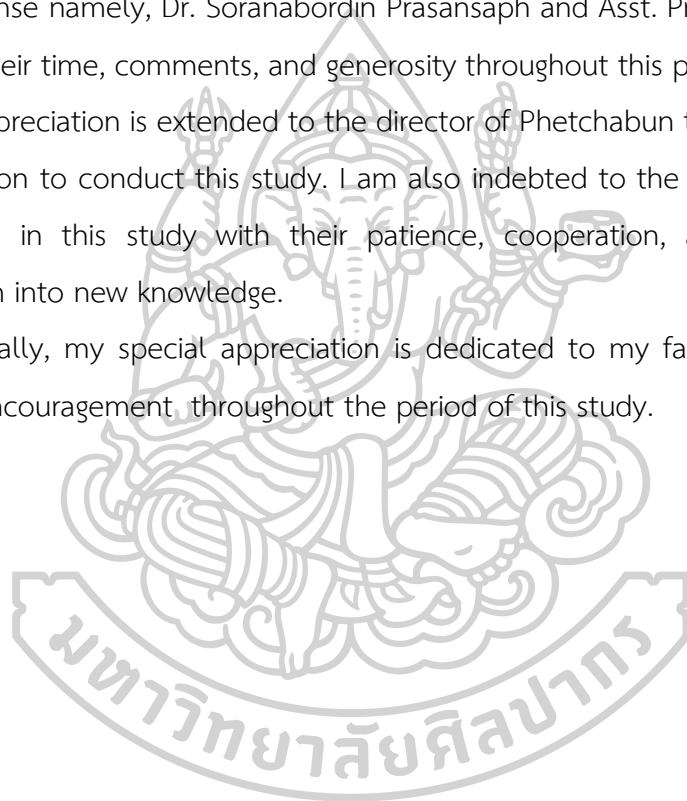
The research results were: 1) the students' reading comprehension abilities after learning by using task-based reading instructions were significantly higher than before at .05, and 2) students' satisfaction towards using task-based reading instructions was at a high level.

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MISS Darika KAMMEE

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CHAPTER I

INTRODUCTION

Statements and significance of the problems

Since English has become an international language and it is also the second language used in many countries, we can realize the importance of communication in this language. When we know English, we will be able to communicate with the people of most countries in this world without any confusion in expressing our feelings, thinking, and ideas. Furthermore, due to English has been used as an international language, it has been considered both for academic learning and for careers. English is recognized to be the most important foreign language for Thai learners, especially vocational students. Apart from learning English as a school curriculum, Phetchabun Technical College pays more attention to preparing students for employment, further studies, and competitiveness in workplaces of the ASEAN by defining courses taught in English for students in various functions such as real-life English, reading authentic materials in English, English for the workplace, English for industrial trades, English for commerce, English for sales, English for commerce, English for project work, etc. In addition, the administrator of the College also realizes the importance of improving students' English language readiness by developing a plan to promote the knowledge of the English language for students and provide supplementary teaching to enhance the quality and preparation in English language skills.

To learn the English language, students need to understand the English skills of listening, speaking, reading, and writing because they provide scaffolded support for students to exchange real information. Among the four language skills (i.e., listening, speaking, reading and writing) reading is likely to be the most attainable skill for EFL students (Dubin, 1982). It is regarded as the most vital and necessary for students in both classroom contexts and extracurricular environments where students read outside the classroom (Carrell, 1989 ; Grabe and Stoller, 2002). Similarly, Dokchandra (2010), It is also claimed as the most powerful weapon to gain

knowledge because people need to be able to understand both textual and non-textual around the world. Moreover, understanding words' meaning, analyzing the authors' points of view and aiming for writing, and gaining knowledge of new words are all very important reading skills that support reading comprehension (Ruiz, 2015).

Reading is considered probably the most important skill for language learners to major in academic contexts. It is an interactive process because learners can make the use of several sub-skills to reach an understanding of written material such as recalling background knowledge, having an aptitude of text schema, lexical and grammatical awareness, L1-related knowledge and real-world knowledge, including their own personal purposes and goals (Grabe, 1991). Therefore, reading skills are very important to be encouraged for students who learn English as a foreign language (EFL). Thus, teachers need to provide teaching and learning that helps learners increase reading comprehension abilities of English. Due to the basic educational institution curriculum (Ministry of Education, 2008) defines those educational institutions should organize a learning process that emphasizes on the skills of thinking, managing, applying, and solving problems which students can learn from their experiences and their interests that students can be prepared for lifelong learning.

In addition, reading is an essential skill for vocational certificate students to achieve academic learning, personal progress, and career development. Importantly, the effective skills of EFL reading comprehension can help vocational certificate students to obtain useful information of advanced technologies from texts published in English. However, students' academic progress would be limited when they do not have strong reading comprehension skills (Alvermann & Earle, 2003).

In teaching reading, there are two kinds of texts that are used, such as authentic text and inauthentic text. Authentic texts are those which are taken from real-life communication and not designed for language teaching and learning purposes, for example, newspapers, magazines, advertisements, brochures, product wrappings, menus, etc. As Nunan (1989) defines authentic material has not been specifically produced for the purpose of language teaching. It can cover many different types of materials that are used in real life. Similarly, Ellis (1996) states that

authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching. Nowadays, there are any recommendations that the field of teaching language should be authentic because it provides real-life examples of the language used in everyday situations (Berardo, 2006). Inauthentic texts are those which are designed for language teaching and learning purposes. The main characteristics are linguistic simplification, modification, and adjustments according to the level and experience of the target students, (Tomlinson,1998). such as text books, students' work sheets, graded materials, and teacher-made texts, etc.

As part of basic skills, reading plays an important role in learning language which kind of difficult for Thai students and the use of authentic materials adds up to the challenge. Due to the Thai vocational curriculum, the use of authentic materials in reading English are provided for the certificate level. Students are being taught English for specific purposes which are relevant to their fields of study because they need the opportunity to practice language in the same conditions that apply in real-life situations (Ellis, 2003). Authentic materials are helpful because students are provided with real world situations which close to the language gap between classroom knowledge and real life. However, there are some significant language barriers of reading authentic materials for Thai vocational students since terminology, complexity of language and performance condition in the texts are difficult and challenging for students.

Furthermore, English has been taught as a compulsory subject in Thai Vocational Education for more than a century, but the result has been questioning, especially in reading. Due to the National Institute of Educational Testing Service (NIETS), the Vocational National Education Test (V-NET) scores in the year 2019 revealed that the average scores in English of students majoring in business computer was 35.34, it is suggested that the college should promptly develop its instruction (NIETS, 2019).

This research is particularly interested in assisting vocational certificate business computer students to improve their reading comprehension abilities on the authentic materials because it is an essential skill for students that they can apply in

their real-life situations. The abilities of reading skills were encouraged for the purposes of career advancement. Therefore, the development of proficient reading skills is still critical to students and with strengthened reading skills it is possible that the students can progress better in other areas of language learning (Anderson, 2003).

Nowadays many different teaching approaches are presented for language teachers to use in their recent classrooms. The trend of teaching language focuses more on improving communicative competence of students. Task-based learning is an effective approach that promotes learning English. Task-based learning activities were found that they had many positive effects on language learning because they were a systematic process, including support students to work in group. The use of task-based learning activities helps students gain hands-on experience and can be applied to real-world situations, with language input relevant to learning to develop various cognitive skills. It is about developing the ability to use the language. According to Nunan (1992), teaching through the use of tasks is an activity that focuses on understanding the language used in communication rather than the language structure, focusing on learners understanding language to use according to their expectations. Moreover, task-based learning is hands-on learning that allows learners to practice their language skills, gain confidence in using language to express their opinions, achieve learning goals that require language communication, and encourage learners to experience interactions in the use of language. It is also effective for students because it builds students' confidence and encourages them to have more opportunities to use English in class without fear of making mistakes.

Under the principle of Task-based Learning Teaching (TBLT) based on Willis (1996) which she stated three phrases of task: The pre-task phase is where the teacher outlines the task. Then the students were asked to brainstorm some ideas of what types of things they might use for the task. The task cycle phase is where the teacher sets up a communication task which learners are encouraged to use the language means they already have at their elimination and then to improve that language, under the teacher guidance, while planning their reports of the task. The language focus phase is placed emphasis on language features used during the two previous phases. This stage provides opportunities for students to analyze the new

language which has emerged through the task practice specific linguistic features arising from task.

Many researchers have advocated task-based learning as the most effective teaching method for enhancing reading achievement of English language learners. Willis (1996) and Ellis (2003) suggested that task-based learning can promote students facing in a real situation which focuses on communicative competence. The task is an activity in which the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome. Moreover, the use of authentic materials in the classroom has been exposing students to the real discourse as Martinez (2002) states when using authentic materials comes to the teaching and learning contexts, they contain a wide variety of text types that can be used in the classroom. They support a more creative approach to teaching. The same piece of material can be used in different circumstances if the task is different. They are also ideal to practice micro-skills such as skimming and scanning.

In conclusion, one of the language teachings approaches that helps students overcome their reading comprehension is task-based. Since the tasks are always activities where target language is used by the learners for a communicative purpose in order to achieve an outcome (Willis, 1996). Furthermore, task-based learning activities emphasize on the meaning before the form and cause students to have more effective awareness because they can make progress in learning and enhance critical thinking about solving problems through natural communication. Moreover, it offers a way to scaffold students from classroom reading and related tasks to texts they will encounter and skills they will need to use outside of the classroom. Thus, task-based approach is considered to enable students to achieve reading comprehension.

Conceptual framework of this study

This study had been conducted to enhance the reading comprehension abilities by using task-based reading instructions which had the concepts as follows:

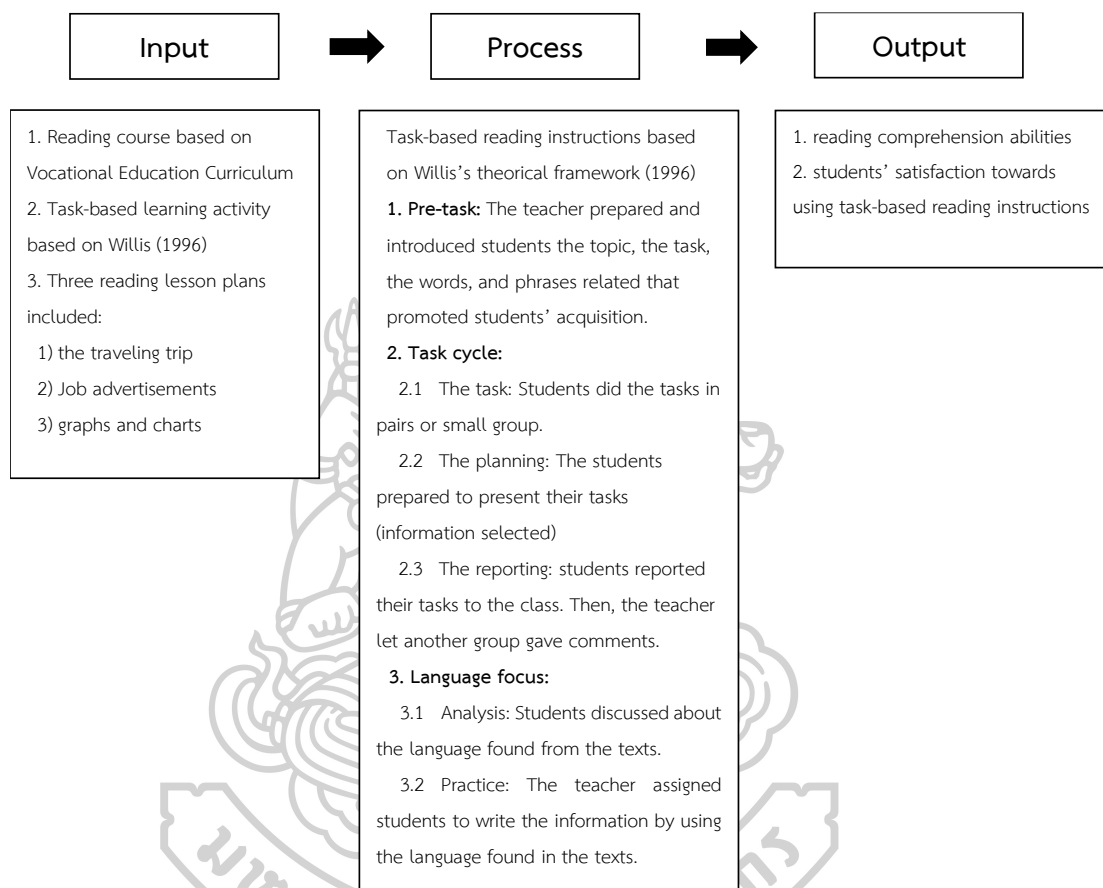


Figure 1 Conceptual framework of this study

Objectives of research

This study consisted of two objectives as follows:

1. To compare the students' reading abilities before and after learning by using task-based reading instructions.
2. To survey students' satisfaction towards using task-based reading instructions.

Research questions

To study the effects of using task-based instructions on reading comprehension and the satisfaction of students, the study has addressed two research questions as follows:

1. Are there any statistically significant differences between reading comprehension pre-test and post-test mean score of vocational certificate business computer students taught with task-based read instructions?
2. What is the level of students' satisfaction towards task-based reading instructions?

Research hypotheses

Research hypotheses of the study are as follows:

1. The students' reading comprehension score of the post-test is higher than the pre-test after learning by using task-based reading instructions.
2. The students' satisfaction towards using task-based reading instructions was at a high level.

Scope of the study

1. Population and samples

1.1 The population

The population in this study was sixty-three second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021.

1.2 The Sample

This study employed the sample of 20 second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021. They were selected by simple random sampling. The samples were placed in two hours of a class per week. The class total was given for five weeks. The reading

instruction provided for the students was based on the course description of Reading Authentic Materials, included in the current Vocational Education Curriculum for the English subjects at the certificate level.

2. The variables in this study were as follow:

2.1 Independent variable was task-based reading instructions.

2.2 Dependent variable were students' reading comprehension abilities and students' satisfaction towards using task-based instructions.

3. The Content

The contents used in this study were contained the various forms and information from the printed texts such as brochures, leaflets, newspapers, job advertisements, graphs and charts which related to students' background knowledge and their grade level. The text types chosen were 1) job advertisements 2) brochure and leaflets and 3) reading in the office (graphs and charts) which based on reading course of vocational education curriculum.

Definition of terms

Terms defined in this study were as follows:

1. **Task-based instructions** refer to the activities used in the lessons which students were provided plenty of opportunities to be activated in order to accomplish reading comprehension of authentic materials. In these task-based English reading lessons, they were designed based on task-based learning framework proposed by Willis (1996) which is demonstrated into three stages: pre-task, task-cycle, and language focus as follows:

1.1 Pre-task activities

1. The teacher prepared and introduced students the topic, the task, the Words, and phrases related that promoted students' acquisition.

1.2 Task-cycle activities

1. The teacher encouraged students to use whatever language they had already known in order to carry out the task.

2. In the task cycle activities, students were provided with the holistic experiences of language in use. It included the task, the planning, and the reporting activities as follows:

1. The task: Students did the tasks in pairs or small group.
2. The planning: The students prepared to present their tasks (information selected)
3. The reporting: students reported their tasks to the class. Then, the teacher let another group gave comments.

1.3 Language focus activities

Students were asked to analyze the language found in the task-cycle activities. This activity was included in two components as follows:

1.3.1. Analysis: Students discussed about the language found from the texts.

1.3.2. Practice: The teacher assigned students to write the information by using the language found from the texts.

2. Reading comprehension abilities is determined as the reading comprehension abilities of the authentic texts such as job advertisements, brochures and leaflets, and reading in the office (graphs and charts) that are provided for the vocational certificate curriculum.

3. Authentic materials refer to the text types used in the reading course of vocational education curriculum.

4. Vocational Certificate Students is mentioned to the second year vocational certificate business computer students who are studying reading authentic materials (20000- 1203) as a reading course of Phetchabun Technical College in the second semester of academic year 2021.

5. Student's satisfaction is the satisfaction of the students toward task-based reading instructions to enhance their reading comprehension abilities, which students were asked to answer in the survey questionnaire. The survey questionnaire consisted of two parts: the 15 scaling questions based on a 5 Likert-type rating scale and the open-ended questions.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter includes a review of literature relevant to the task-based reading instruction to enhance reading comprehension abilities of vocational students. The synthesis of theoretical framework and related research is as follows:

1. Reading course
2. Task-based learning
 - 2.1 Definition of task
 - 2.2 Framework for task-based learning
 - 2.3 Types of tasks
 - 2.4 The advantages of task-based learning
3. Overview of reading
 - 3.1 Definitions of reading
 - 3.2 Reading comprehension
 - 3.3 Purposes of reading
 - 3.4 Model of reading
 - 3.5 types of reading techniques
 - 3.6 Reading comprehension assessment
4. Related research on task-based
 - 4.1 Related research on task-based in Thai context
 - 4.2 Related research on task-based in non-Thai context

1. Reading course

Course outline

Major:	Business computer
Subject:	Reading authentic materials in English
Code:	20000-1203
Credit:	2

Objective

1. The students will be able to understand the principles of reading authentic materials in English in daily life and the workplace.
2. The students will be able to read various types of printed texts in English in daily life and the workplace.
3. To realize the importance and advantages of English reading in daily life and the workplace.

Specific competence

1. To read documentaries and newspapers in English.
2. To read newsletters, tables, diagrams, and charts in English.
3. To read schedules, memos, and letters in English.
4. To use technology for improving English reading skills.

Course description

This course emphasizes the strategies of reading a variety of authentic material texts in English in daily life such as documentaries, fiction, newspapers, newsletters, advertisements, brochures, leaflets, postcards, announcements, labels, signs and notices, graphs, charts, schedules, memorandums, manuals, or instructions used in the workplace and the strategies of using technology to enhance the comprehensiveness of English reading.

2. Task-based learning

Task-based learning was first developed by N. Prabhu in Bangalore, southern India. Prabhu believed that students may learn more effectively when their minds are focused on the task, rather than on the language they are using (Prabhu, 1987). Task-based instruction is a language teaching approach, which has been widely used by teachers during the emerging era of communicative language teaching. Using this approach, tasks are employed by teachers as the central units of syllabus design or

as the instructional focal point (Willis, 1996). The following section defines task and illustrates the way in which it is used.

2.1 Definition of task

Task-based language learning is an approach where the planning of learning materials and teaching sessions are based on doing a task. In education, a task refers to an activity where communication is necessary for example, deciding something, solving a problem, designing something, or telling someone to do something. The definitions of task-based approach have been discussed widely as follows:

Long (1985) introduces task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, the activities included painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between can be explained as the example.

Richards, Platt and Weber (1986) state task is an activity or action which is carried out as the result of processing or understanding language. For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

Breen (1987) offers another definition of a pedagogical task is any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is assumed to refer to a range of workplans which have the overall purposes of facilitating language learning from the simple and brief exercise type, to

more complex and lengthy activities such as group problem-solving or simulations and decision making.

Prabhu (1987) claims that a task is an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process.

Nunan (1989) defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on meaning rather than form. ". Task provides a purpose for the use and learning of language other than simply learning language items for their own sake. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning; Nunan's (2005) definition emphasizes the pedagogical tasks' involvement in communicative language use. Nunan views tasks as being different from grammatical exercises because a task involves achieve outcome. There are more perspectives in defining tasks than those discussed here, which come from the different contexts in which tasks are used.

Willis (1996) defines tasks are always activities where the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome.

Due to Skehan (1996) he characterized a task is an activity in which, meaning is primary, there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome.

Ellis (2003) defines a task in terms of a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and various cognitive processes.

Table 1 The synthesis for definitions of task

Authors	Definition	Synthesis
Long (1985)	A piece of work that people do in everyday life, at work, at play, and in between?	Task is the activity that provides students to comprehend the language by themselves. They will also be enhanced to construct their own knowledge and experiences by accomplishing creative tasks. The task is carried out through the use or processing of target language with an authentic activity or action.
Richards, Platt and Weber (1986)	An activity or action which is carried out as the result of processing or understanding the language	
Breen (1987)	A range of work plans for exercise and activities in language instruction.	
Prabhu (1987)	An activity that requires learners to arrive at an outcome from given.	
Nunan (1989)	A classroom task involves the learners in understanding, manipulating, producing or interacting in the target language while their focus is primarily on meaning rather than form	
Willis (1996)	A classroom undertaking for a communicative purpose to achieve an outcome.	
Skehan (1998)	A meaningful activity is the main goal. Job success is assessed in terms of the achieve of the outcome. And the work in general is very similar to the use of real-life language.	
Ellis (2003)	A work plan that requires learners to process language pragmatically to achieve an outcome.	

2.2 Framework for task-based learning

A framework for Task-Based Learning is a complete guide to the methodology and practice of task-based language teaching. For those who wish to adopt a truly learner-centered approach to their teaching, it offers an alternative framework to the presentation, practice, production model. This approach based on the principles of language learning, and it combines the best insights from communicative language teaching with a systematic focus on language form.

The framework of TBL defines guiding levels for implementing TBL teachings. According to Ellis (2003), the development of a lesson plan based on tasks requires considering the phases or elements of a lesson that has a task as its primary part. Several variations have been suggested.

Prabhu (1987) presents the way to implement task-based lessons into two phases: 1) Pre-task; to present and demonstrate the task, assess its difficulty for the learners in question, adapt the main task if necessary, and, vary importantly, 'let the language relevant to the task to come into play, and 2) Task; the task proper would be transacted by students, with task outcome being the major goal that preoccupied the learners.

According to the task-based model based on Willis (1996), it shows three stages: pre-task, task cycle and language focus as follows:

1) the pre-task phase is where the teacher outlines the task or introduces the topic. Then the teacher activates topic-related words, phrases and target sentences that will be useful in carrying out the task and in the real world. After that, a teacher lets students brainstorm some ideas of what types of things they might use for the task. This stage is meant to get students think about the topic, but a few necessary lexical items could be taught here.

2) the task cycle phase, the teacher sets up a communication task in which learners are encouraged to use the language means they already have at their disposal and then to improve that language, under teacher guidance, while planning their reports of the task. The teacher should not be concerned with lexical or grammatical accuracy at all at this point. The tasks should be relevant to the real

world, as it is intended to provide them with practice with language or skills that they will need in the future.

3) the final stage in the framework, the language focus phase, emphasizes language features used during the two previous phases. This stage provides opportunities for students to analyze the new language that has emerged through the task. Practice-specific linguistic features arising from the task, which occurred naturally during the task, are identified, and analyzed.

Ellis (2003) concluded three steps corresponding to the sequence of a task-based lesson as follows:

1) Pre-task refers to the various activities that teachers and students can undertake before they start the task. Alternatively, this phase can be performed in one of four ways: (1) supporting learners in performing a task similar to the task they will perform in the during task phases of the lesson, (2) asking students to observe a model of how to perform the task, (3) engaging learners in non-task activities designed to prepare them to perform the task, and (4) strategic planning of the main task performance.

2) During the task, it focuses on the current activity and affords various instructional options, including whether students are required to operate under time pressure or not. There are two basic kinds of methodological options, namely, (1) 'task performance options' relating to how the task is to be undertaken that can be taken before the actual performance of the task and thus planned for by the teacher., 'process options' involving online decision making by the teacher and students about how to perform the task as it is being completed.

3) Post-task involves the procedures for following up on the task performance. There are several options with three major pedagogic goals: (1) to provide an opportunity for a repeat performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

Table 2 The synthesis for task-based learning

Authors	Task-based learning framework	Synthesis
Prabhu (1987)	<p>1. Pre-task: the teacher presents and demonstrates the task, assesses its difficulty for the learners in question, adapts the main task if necessary, and, very importantly, ‘let the language relevant to the task come into play.</p> <p>2. Task: the task proper would be transacted by students, with task outcome being the goal that preoccupied the learners.</p>	<p>Pre-task: present the tasks, prepare students for mixed-ability groups and implement before reading activity.</p> <p>During the task: the teacher provides guided practice by having students do the tasks in pairs or groups to achieve the task outcome.</p>
Willis (1996)	<p>1. Pre-task: teacher introduces the topic to the class and highlights useful words and phrases that help students understand the task.</p> <p>2. Task-cycle</p> <ul style="list-style-type: none"> - Task: students do the task, in pairs or small groups. Teacher monitors from a distance. - Plan: students prepare to report their task to the whole class about how they did the task, what they decided or discovered. - Report: some groups of students present their reports to the class and compare the results. <p>3. Language focus</p> <ul style="list-style-type: none"> - Analysis: students examine and 	<p>Post-task: students wrap up with the class and review what they did and had learned from the tasks.</p>

Authors	Task-based learning framework	Synthesis
	<p>discuss the language found in the texts.</p> <ul style="list-style-type: none"> - Practice: the teacher assigns students practice with new words, phrases, and patterns occurring in the texts. 	
Ellis (2003)	<ol style="list-style-type: none"> 1. Pre-task: this phase can also be carried out in one of four ways: (1) support students in performing tasks similar to the lesson's task phases; (2) ask students to observe a model of how to perform a task; (3) engage students in non-task activities to prepare them for tasks; and (4) strategic planning is essential for successful task performance. 2. During the task, there are two basic kinds of methodological options: (1) 'task performance options', related process options that involve online decision-making by teachers and students to plan for tasks. 3. Post-task, there are several options with three major pedagogic goals: (1) Provide an opportunity for a repeat performance of the task, (2) encourage reflection on how the task was performed, and (3) 	

Authors	Task-based learning framework	Synthesis
	encourage attention to forms that are problematic for learners.	

2.3 Types of tasks

There are as many different task types as there are people who have written on task-based language teaching.

According to Prabhu (1987), claimed three principal task types:

1. Information-gap activity involves a transfer of given information from one person to another or from one form to another, or from one place to another generally calling for the decoding or encoding of information from or into language. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

2. Reasoning-gap activity involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. The activity necessarily involves comprehending and conveying information, as in information-gap activity, but the information to be conveyed is not identical with that initially comprehended.

3. Opinion-gap activity involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

Pattison (1987) sets out seven task and activity types.

1. Questions and answers: these activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame.

2. Dialogues and role plays: These can be scripted or improvised. However, if learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs.

3. Matching activities: the task for the learner is to recognize matching items, or to complete pairs or sets. 'Bingo', 'Happy families' and 'Split dialogues' are examples of matching activities.

4. Communication strategies: These are activities designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback and simplifying.

5. Pictures and picture stories: Many communication activities can be stimulated through the use of pictures.

6. Puzzles and problems: there are many different types of puzzles and problems. These require learners to make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning.

7. Discussions and decisions: These require the learners to collect and share information to reach a decision.

Richards (2001) has proposed five typologies:

1. Jigsaw tasks: These tasks involve learners in combining different pieces of information to form a whole which could be three individuals or groups may have three different parts of a story and have to piece the story together.

2. Information-gap tasks: These are tasks in which one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

3. Problem-solving tasks: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is a single resolution of the outcome.

4. Decision making tasks: Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

5. Opinion exchange tasks: Learners are engaged in discussion and exchange of ideas. They do not need to reach agreement.

Willis (1996) briefly introduced six types of tasks.

1. Listing: The processes involved are brainstorming and fact finding. In the first stage, the learners draw their own knowledge and experience either as a class or in pairs/groups. In fact, finding is the learners find things out by asking each other or other people and referring to books. The outcome would be completed list, or possibly a draft mind map.

2. Ordering and sorting: These tasks involve four main processes which are sequencing items, actions or events in a logical or chronological order, ranking items according to personal values or specified criteria, categorizing items in given group, and classifying items in different ways where the categories themselves are not given.

3. Comparing: The processes involved are matching to identify specific points and relate them to each other, finding similarities and thing in common and finding differences. The results will be the identification of similarities and differences.

4. Problem solving: Problems solving: These tasks demand the students' intellectual and reasoning powers which students are engaging and satisfying to solve the problems. The processes and time scale will vary depending on the type and complexity of the problems.

5. Sharing personal experiences: These processes encourage the students to talk more freely about themselves and share their experiences with others. The resulting interacting is closer to casual social conversation.

6. Creative tasks: These tasks have more stage than other tasks which involve combinations of task: listing, ordering and sorting, comparing and problem solving. They are often called projects and involve pairs or groups of learners in some kind of freer creative work.

The several types of tasks can be used as a guide. Most of the previously explained tasks can fall under more than one category. The following table depicts some task classifications of the authors.

Table 3 The synthesis for types of tasks

Authors	Types of tasks
Prabhu (1987)	<ol style="list-style-type: none"> 1. Information-gap activity 2. Reasoning-gap activity 3. Opinion-gap activity
Pattison (1987)	<ol style="list-style-type: none"> 1. Questions and answers 2. Dialogues and role plays 3. Matching activities 4. Communication strategies 5. Pictures and picture stories 6. Puzzles and problems 7. Discussions and Decisions
Willis (1996)	<ol style="list-style-type: none"> 1. Listing 2. Ordering and sorting 3. Comparing 4. Problem solving 5. Sharing personal experiences 6. Creative tasks
Richards (2001)	<ol style="list-style-type: none"> 1. Jigsaw tasks 2. Information-gap task 3. Problem-solving task 4. Decision making task 5. Opinion exchange task

2.4 The advantages of task-based learning

Task-Based Language Teaching is a method for teaching second languages that is based on the most recent results in the field of second language acquisition. As a result, it plays an important role in current language pedagogy (Solares, 2006).

A task-based lesson provides students with an active activity in participating and creating tasks, which promotes students' motivation in learning. A task-based lesson offers students the opportunities to display their thinking through their actions. The teacher can also be more open to the needs of the students. Task-based learning allows students to use the knowledge they have learnt and apply it productively in the task context. This practical experience helps learners to appreciate why certain academic questions are important and provide an experiential substrate for the development of a further academic discourse.

The task usually requires the selection of some objects as an outcome. This can provide a shared focus for which students can work together. In the process, different participants, including peer learners in the team and the tutor, can project different views on the same situation and develop meaningful discussion on the matter. The task will usually generate objects that are also open to cross group evaluation. The students can present their own products and evaluate others. Everyone can take part in evaluating the strengths and weaknesses of the work generated within the classroom community. This will induce reflection as well as the development of critical awareness in the students.

3. Overview of reading

The definition of reading depends on the purpose and the situation each reader responds to a written text as a piece of communication. When a person reads to extract a message from the text used to achieve what he/she aims at, it is the reading for a purpose. For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, because few people try to read every line of a newspaper. We may initially search the front page for a particular story that

we expect to be there. If the headlines cue us in the right way, we may check quickly for the length of the article, and we may then read through a number of paragraphs for comprehension (appropriately influenced by the newspaper-story genre, a reporting of what, who, when, where, why and how). At some point, we will decide that we have enough information and will either stop reading the article or skim the remainder to be sure that we do not miss some surprisingly informative part.

In other settings, typically academic or professional ones, we sometimes synthesize information from multiple reading sources, from different parts of a long and complex text, or from a prose text and accompanying diagram or chart. Such reading is quite different from searching, skimming, or reading for general comprehension (Grabe, 2009). In these circumstances, a more critical set of goals must be established for an effective synthesis: the reader needs to remember points of comparison or opposition, assess the relative importance of the information, and construct a framework in which the information will be organized.

3.1 Definitions of reading

Many experts have given their definitions of what reading means. Reading is a very important skill that students must be mastered because reading cannot be separated in the process of teaching and learning.

Wallace (1996) adds that reading is interpreting which means reacting to a written text as a piece of communication. It means that when someone sees written symbols in a text, there will be something visualized on the reader's mind. Davies defines that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distance space and time.

Anderson (1999) defined that reading is an active fluent process that involves the reader and reading material in building meaning. He suggests that meaning does not reside on the printed page, nor is it in the head of the reader. A synergy occurs in reading that combines the words on the printed page with a reader's background knowledge and experience.

Grabe and Stoller (2002) explained that reading is “ the ability to draw meaning from the printed page and interpret this information appropriately”.

According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Mikulecky (2011) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader’s prior knowledge.

According to Grellet (1981), Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions. Since he believes that the readers use more than one strategy to get the meaning of the text. The readers start surveying the text then make hypothesis about the content then make predictions and confirm the predictions by skimming and re-reading the text for more details.

Widdowson (1984) defines the Reading that it is not a reaction to a text, but an interaction between writer and reader mediated through the text.

Goodman (1995) states reading as a long-distance discussion between a reader and an author. There is an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.

Reading is the construction of meaning from a printed or written message (Richard, 1998). Reading begins with the accurate, swift, and automatic visual recognition of vocabulary, independent of the context in which it occurs.

Ministry of Education (2008) defines reading as a process that readers interpret the meaning in order to achieve the purposes of reading by which the readers combine their own background knowledge with the information in a text.

Table 4 The synthesis for definitions of reading

Authors	Definitions	Synthesis
Wallace (1996)	A process of getting the meaning of written text and giving reaction of it as the form of communication between the reader and the writer	Reading is a skill of getting or picking up the essence from a letter or series of letters that form a word
Anderson (1999)	A process that the readers interact with the text to build the meaning using their background knowledge and experience.	or group of words. It is decoding the message or the thought of a certain group of words. It is
Grabe and Stoller (2002)	The ability to gain and to interpret the meaning from the text and the information read appropriately.	getting the information from the material you have been looking at.
Nunan (2003)	The ability to combine the information from the text read by using readers' schema knowledge.	Reading the meaning could also vary on how you interpret a certain
Mikulecky (2011)	The ability to use variety of strategies to reconstruct the meaning of what the author is assumed by using both conscious and unconscious mental process.	material. It is letting your brain process what you have read by using a variety of strategies. Most importantly, reading is
Grellet (1981)	The ability to use more than one strategy to get the meaning for example guessing, predicting, checking, and asking oneself questions	getting knowledge and processing it and eventually to act.
Widdowson (1985)	The interaction of the readers and the texts.	
Goodman (1995)	The ability to decode the interaction between language and thought in	

Authors	Definitions	Synthesis
	text reading of what writer's encode.	
Richard (1998)	The ability to construct the meaning from the printed text.	
Ministry of Education (2008)	The ability to use background knowledge to interpret the meaning in order to achieve the purposes of reading.	

3.2 Reading comprehension

Reading is defined in numerous ways by linguists. They claim that reading is the process of acquiring comprehension and retaining the content of the text. They also state that reading is a process of comprehending a written material by getting as much information as possible from it. According to Smith, reading is a productive and constructive activity with four distinct and fundamental characteristics: it is purposeful, selective, anticipatory, and depending on comprehension, all of which require the reader to practice reading.

In addition, reading can be defined as a process of making acceptable explanations in apprehending a text that has four characteristics: purpose, selection, anticipation, and comprehension. One of the advantages of reading is the ability to discuss comprehension.

According to Richards and Schmidt, comprehending is a recognition of the intended meaning of either spoken or written communication. They also add that modern theories of comprehension emphasize that it is an active process that draws on both information contained in the message (bottom-up processing) and background knowledge, information from the context, and the purposes or intentions of the listener and speaker (top-down processing).

In conclusion, reading comprehension is a sense of words related to vocabulary mastery that provides foundation of information for determining the likely meaning. Moreover, reading comprehension is a process of relating the readers'

background knowledge with the information in the text to get the message of the text. It is not only a matter of knowing and remembering the meaning of all words in the text, but also about how the readers build and construct the meaning of the text.

3.3 Purposes of reading

Reading purposes can be classified under seven main headings (Grabe, and Stoller, 2011).

1. Reading to search for simple information which is a common reading ability, though some researchers see it as a relatively independent cognitive process (Guthrie and Kirsch, 1987). It is used so often in reading that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases.

2. Reading to skim quickly which is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea

3. Reading to learn from text refers to reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text, to recognize and build rhetorical frames that organize the information in the text, and to link the text to the reader's knowledge base.

4. Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. Reading to write Refers to the skills inevitably require critical evaluation of

the information being read so that the readers can decide the information needed to write reasonably.

6. Reading to critique texts require a critical evaluation of the story or information read. It is representing common academic tasks that call upon the reading abilities needed to integrate information.

7. Reading for general comprehension has been discussed for two reasons. First, it is the basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is more complex than commonly assumed.

In conclusion, the types of reading strategies serve their purposes. Those individual strategies also determine the level of a reader or learner. As we level up in our reading ability, we tend to use more complex strategies such as skimming, integrating, writing, or critiquing. The higher the learning we reach through reading, our minds become more open. We experience a phenomenon that we have never experienced before. Moreover, we can discover things and create something out of scratch. In addition, we also develop ourselves and we might help develop others as well by sharing what we learned through reading.

3.4 Model of reading

Anderson (2008) argues that it is more than just to make the meaning from the text. The reader uses his/her own background knowledge and the information from the text to make the meaning. The reader will use a variety of reading strategies to achieve purposes of reading. Moreover, to have sufficient comprehension the reader tends to use different rates of reading-which refers to fluent reading. The intersection of the four components is illustrated in the reading, therefore, requires a reader to use both background knowledge and the text itself to comprehend what he/she is reading whether or not the action is conducted by the reader's own purpose or certain situations. The reader also needs the ability to read at an appropriate rate to understand the text and the ability to use various strategies to cope with difficulty when reading.

Educators explain that the reading processes can be divided into three models: bottom-up, top-down and interactive. The first two models are similar to those used to explain the listening processes whereas the last one is claimed to be the best model that represents how people read (Anderson, 2008; Dubin, Eskey & Grabe, 1986). Teachers are encouraged to understand these processes so that they can design reading activities which facilitate reading skills in students.

1. Bottom-up reading.

The bottom-up model starts when the readers recognize every letter, organizes the perceived letter into words, and finally classifies the words into phrases, clauses, and sentences (Paran, 1996). This is often associated with poor or slow readers, but can sometimes occur when the readers own schema knowledge is inadequate. Students are to be taught to break up words into smallest parts. When they have found an unknown word, they will be able to sound out the word and try to analyze some parts that show the meanings. This method is used to help students understand basic meaning of words but should not be set as a goal for teaching reading.

2. Top-down reading.

As for the top-down processes, readers use their background knowledge to understand texts. Students can be guided to make predictions and read the text in order to confirm or reject the predictions. The teacher should design the activities that focus on generating the meaning of the text without knowing all vocabulary. Sometimes, a reader can sound out words correctly but the meaning is not present. Using the background knowledge is more helpful for understanding the text.

To support the top-down processes, the meaning-based approach or the whole language approach is used. There are four key features of this approach. First, the literature-based approach directs use of authentic texts so that the readers are exposed to authentic language and a wide range of vocabulary. Second, the student-centered approach emphasizes individual student needs. Each student can choose what he/she wants to read. Third, the integration of skills refers to how reading and writing are combined. The teacher should design the activities that require students to read and write simultaneously. Finally, the meaning construction approach guides

students to focus on understanding the meaning and keeping the language whole. They should not spend too much time breaking texts in units, including words and sounds. The goal is to achieve reading comprehension.

3. Interactive reading.

The interactive processes can be explained by the reader's cognitive structure. To begin with, the reader's brain recognizes what his/she knows about the reading text and what schemata, stored in a long-term memory, he/she possesses to help with the reading. In the brain, the reader also realizes how much he/she knows the linguistic forms of the texts. In other words, the reader uses both bottom-up and top-down models of reading at the same time for example, a reader reads a passage about something familiar so the top-down model is being used. Then, because of a difficult word the reader slows down and tries to analyze the meaning of the word, using the bottom-up model. When the reading skill has been developed, the reader will be able to do this quickly and automatically.

The main reason for reading is that the reader wants to learn the message written by the writer. There may be several other purposes for reading, namely, reading for survival, reading for learning or reading for pleasure (Wallace, 1993), however, the only goal for all purposes is to extract the meaning from the texts. Understanding the reading processes and the reason leads the teacher to focus on how to help students read the texts in English and receive the message meant to convey by the writer.

3.5 Types of reading techniques

There are four types of reading. They are skimming, scanning, intensive and extensive reading. To get maximum benefit from their reading, students need to be involved in all of them.

1. Skimming Reading

According to Maxwell (1969) cited in Diaz, S & Laguado, J (2013:138), skimming is as to get the main idea or gist of a selection quickly in a written text where the students develop powers of inference through systematic practice which encourages

them to anticipate of a text. So, skimming can help the students to find the key words that permit them to infer the general sense of a text to interpret text faster and advance the reading process. As skimming is related to speed, Abdelrahman and Bsharah (2014) propose that to improve reading speed, readers also need to increase concentration, improve memory and recall, and reduce subvocalization, interruptions, procrastination and stress. They also provide the procedure of the skimming technique into three steps: read first sentence of paragraph, read last sentence of paragraph, and read key words in between.

2. Scanning Reading

Scanning reading is not familiar as skimming one, because the readers are not concerned with the broader meaning of the text, but the detail (Sutz & Weverka, 2009). In this technique, the readers will look for specific information within a text such as dates, names, and places, among others. Moreover, Brown (2003) explains that scanning is the process of quickly searching for particular pieces of information in a text. The purpose of scanning is to extract specific information without reading the whole text. It is basically fast reading (Mikulecky & Jeffries, 2007) and it involves moving the eyes quickly down the page seeking specific words or phrases (Sutz & Weverka, 2009). So, scanning technique is very important to improve reading skill. The procedures of scanning technique are (Olson & Ames, 1972; Thamrin, 2014) keep in mind only the information to be found out, make a choice which clues would support the finding of the required information, and have a rush view and sweeps down the page quickly to find out the clues.

3. Intensive Reading

Intensive reading, sometimes called "narrow reading," may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves, and students get many opportunities to understand the meanings of the text. The success of "narrow reading" in improving reading comprehension is based on the assumption that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

Brown (2007) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy. Similarly, Nuttall (1998) defines intensive reading as a kind of reading in which readers, besides linguistic knowledge, should understand semantic details and pay close attention to the text, because the aim is to obtain certain information. It provides a basis for explaining difficulties in structure and for extending knowledge of vocabulary and idioms. In this type of reading, complicated materials are generally used, and the rate of reading seems to be much lower than in any other type of reading. Intensive reading requires a high degree of comprehension and retention over a long period of time. The aim is to arrive at an understanding not only of what the text means but also of how the meaning is produced.

It refers to the kind of work done in the reading class under the teacher's supervision. It is also the kind of careful work students may do when studying for an exam. Intensive reading tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to the achievement of a study goal. It is also related to further progress in language learning and is designed to enable learners to develop specific receptive skills and strategies. Thus, "the intensive reading lesson is intended primarily to train students in reading strategies." (Nuttall, 1982).

4. Extensive Reading

Extensive reading is when people read longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. It is reading activity that in which a teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement (Harmer, 2008).

According to Palmer, extensive reading is "rapidly" reading "book after book". He argued that a readers' attention should be on the meaning, not the language of the text.

Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of a text."

Long and Richards (1971) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details.

In conclusion, the four main reading strategies have their own purposes for readers, but they all serve as givers of information. Through reading, we get a lot of information, ideas, entertainment, etc. In some situations, limitations are given. Either we lack enough time, so we should do the skimming and scanning strategy. In some situations, we are killing time and have no other things to do, we intend to entertain ourselves by reading novels, poetry, stories, etc., so we employ an intensive and extensive strategy. It can be claimed that reading is our best weapon for learning. Through reading, information flows into our brains, which helps us develop our language skills. When we are not familiar with some words while reading, there is always another piece of reading material that can explain the meaning of those words. Reading is also a necessary tool for learning, and using the right strategy to maximize the absorption of knowledge is important as well.

3.6 Reading comprehension assessment

In order to assess students' comprehension of texts, various types of questions should be used. In fact, approaches to the evaluation of reading comprehension have tried to introduce interactive activities and tasks. The use of questions is an integral part of these activities and well-designed questions would help learners better interact with the text to build up meaning. Indeed, a combination of comprehension activities helps learners respond to various types of comprehension. There are numerous methods and forms of reading comprehension tasks that can be used in assessing students' comprehension and stimulating their understanding of a text. These techniques may take formal or informal forms. Sally and Katie (2008) state some of these tasks as follows:

1. Yes/no questions: these are the questions that should be answered either yes or no. However, teachers are suggested to follow up these questions with other types of questions to make sure that students have understood the text as yes/no questions can be answered correctly by chance.

2. True or false questions: this test consists of a text accompanied by a series of statements. Students need to decide and mention whether the given statements are true or false according to the text.

3. Matching: this type is likely to be less familiar to learners, but increasingly common. Some of reading constructors may include more than one matching task in their tests. In this test, learners need to choose from a list of prompts. These prompts may be statements, headings, or question completion. For instance, learners can be asked to match a description to the appropriate paragraph, or to match words and phrases to their meanings.

4. WH questions: Wh questions are questions that begin with Wh such as who, what, where, when, why, and how. These questions are useful in providing learners with literal understanding of a text and help them recognize information in the text and make evaluations and personal predictions.

5. Open -Ended Questions: these questions are used in standardized assessments. They are useful in assessing the component skills of comprehension such as the ability of learners to make inferences from the text. In fact, learners are asked different questions for the reason of testing their memory and their comprehension of the text. However, it is important to mention that this form of assessment may have some weaknesses because learners must formulate verbal or written responses which may underestimate their comprehension because of their language deficits.

6. Multiple-Choice Questions: this type of reading task is the most familiar to learners. It is composed of a text which can be of any type accompanied by one or more multiple-choice items. These choices may be in the form of statements, a question with answers, or incomplete statements with a choice of phrases or words.

Generally, there are three or four options and only one of them is the right one. It is important to have statements corresponding to specific paragraphs or sections of the text, but there may be statements that assess comprehension of the whole text.

7. Gapped Texts: this kind of reading comprehension test include texts or diagrams from which single words, phrases, sentences, or paragraphs are deleted. These filling the gaps tasks can also be used in testing grammar and vocabulary.

4. Related research

Researchers at various levels of education have determined that teaching English as a foreign language through task-based learning is effective. Many studies have examined task-based learning over the twenty years. The following research studies are some important cases:

4.1 Research in Thai context

Some of the studies conducted to investigate the effects of teaching by using task-based are as follow:

Parichat Saiyod (2009) investigated the effects of task-based English reading instruction on reading comprehension ability of elementary school students. The aims of this study were to study the effects of task-based English reading instruction on reading comprehension ability of elementary school students and to study students' opinion towards learning through task-based. The findings revealed that the post-test mean scores were higher than the pre-test mean scores at the significance of .05, and student reflected towards the benefits and the limitations of task-based reading instruction.

Panor Sa-nguankaew (2010) conducted the task-based reading activity model for the enhancing of students' English reading comprehension, satisfaction with extensive reading and their learning retention. The general purpose of this study was to develop the task-based activity model (PANO MODEL) and the specific purposes were to investigate the students' reading comprehension achievement, to study their satisfaction with extensive reading and to examine students' learning retention including their opinions toward task-based reading model. The results of this specific

purposes were average formative test score of the eight activity task was 73.67 percent and the average summative test score was 74.92 percent (73.67/74.92), signifying that the model was at a good level, the students reading comprehension achievement after using this model was significantly higher at the 0.05 level and its effect size was 3.17, on the average of the students' satisfactions with extensive reading was at high level, the students' reading comprehension achievement of re-test was not significantly higher at 0.05 level and the students' opinions toward task-based reading activities (PANO MODEL) were positive.

Jantrakarn Janya (2016) examined the development of task-based supplementary lessons to enhance English reading comprehension achievement for mathayomsuksa 3 students of Rajadamri School. The results of the study were the efficiency of the material was 77.71 for the English reading formative tests and 75.22 for the posttest.

Rattha Saipongpan (2016) studied the development of English reading comprehension ability by using task-based learning and sketchnote for faculty of education students, Silpakorn University, Sanam Chandra Palace Campus. The aims of this study were to compare the students' ability in English reading for comprehension between before and after using task-based learning and Sketchnote and to study the students' opinions toward task-based learning and Sketchnote. The results found that the students' ability in English reading for comprehension after studying through the task based learning and Sketchnote was significantly higher at the .05 level and the students' opinions toward the development of English reading comprehension ability by using task-based learning and Sketchnote were at the high level.

Thitiya Chaovachuen (2017) investigated the development of English reading exercises based on Authentic materials by using the task-based reading activities for Mathayomsukasa 4 students. The purposes of this research were to develop and test the efficiency of English reading exercises based on authentic materials, to compare the students' achievement gained after learning with English reading exercise by using the task-based reading activities and to survey the students' opinions toward the English reading exercises based on authentic materials. The findings were the

efficiency of the English reading exercises based on authentic materials was 80.43/78.00 percent, which is higher than the expected criterion (75/75), the students' achievement gained after learning with English reading exercises by using the task-based reading activity was found to be significantly higher than the scores gained before at level of .05 and the students' opinions toward the English reading exercises based on authentic materials were at a high level.

4.2 Research in non-Thai context

Harison Mohd Sidek (2012) studied EFL reading instruction: Communicative task-based approach. The purpose of this study was to examine the overarching framework of EFL (English as a Foreign Language) reading instructional approach reflected in an EFL secondary school curriculum in Malaysia. The results of the study were discussed in relation to the current Malaysian EFL secondary curriculum framework and their implications on the EFL reading at the tertiary level.

Azizeh Chalak (2015) studied the effect of task-based instruction on reading comprehension of Iranian EFL learners. The participants were divided into four groups: two control groups and two experimental groups which the experimental groups were taught by using task-based instruction while the control groups were taught by using the traditional method. The results revealed that the students in EGs outperformed CGs. The difference between the two grades was also investigated by independent sample t-test. The results showed that students at first-grade outperformed fourth-graders.

Omid Rezaei (2017) investigated the impact of task-based language teaching (TBLT) on Iranian EFL learners' reading comprehension performance. Seventy participants were assigned randomly to the experimental and control groups. Results showed that TBLT had a significantly more positive effect on learners' reading performance compared to traditional reading instruction.

In conclusion, it can be concerned that the use of task-based learning activities in the skills of English affects the development of language learning in accordance with the teacher's expectations such as listening, speaking, reading, and

writing. Moreover, the task-based learning activity can promote learners to have a positive attitude toward learning English and support students' confidence while doing the tasks.



CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to describe how the study is carried out. It explains the research methodology, which consists of research population and sample, research design, research instruments, construction and effectiveness of research instruments, research procedure, and data analysis of the study.

The objectives of this study are to compare English reading comprehension abilities before and after using task-based reading instructions and to survey the students' satisfaction towards the task-based reading instructions. The procedures are described as follows:

Phase 1: Research Preparatory

Research population and samples

The population in this study was sixty-three second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021.

This study employed the samples of 20 second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021. They were selected by simple random sampling. The samples were placed in two hours of class per week. The class total was given for five weeks. The reading instruction provided for the students was based on the course description of Reading Authentic Materials, included in the current Vocational Education Curriculum for the English subjects at the certificate level.

Variables in this study were as follows:

1. Independent variable was task-based reading instructions.
2. Dependent variables were as follows:
 - 2.1 Students' reading comprehension abilities.

2.2 Students' satisfaction towards task-based reading instructions.

Phase 2: Construction and development of the research instruments

The instruments used in this study were as follows:

1. The three reading comprehension lesson plans by using task-based reading instructions based on Willis's theoretical framework (1996). Each lesson was lasted two hours. It took six hours to complete the three lessons.

2. The reading test was a process of evaluating reading comprehension abilities. It consisted of two parts:

Part 1: The 20 items of multiple-choice questions

Part 2: The 10 items of true or false questions

3. The survey questionnaire was developed based on 5 likert-type rating scale from strongly agree to strongly disagree. To analyze the students' satisfaction towards task-based reading instructions, the questionnaire was included two parts as follows:

Part 1: The 15 scaling questions in the following aspects:

1. Satisfaction towards the reading contents.
2. Satisfaction towards task-based reading activities.
3. Satisfaction towards task-based reading instructions on reading comprehension.

Part 2: The open-ended questions consisting of 3 questions as follows:

1. What are the advantages of using task-based reading instructions to enhance reading comprehension?
2. What are the disadvantages of using task-based reading instructions to enhance reading comprehension?
3. Are there any opinions and suggestions about implementing task-based reading instructions?

The evaluation of the quality of the research instruments was indicated as follows:

1. The three reading comprehension lesson plans by using task-based reading instructions based on Willis's theoretical framework (1996).

1.1 Study the vocational education curriculum and the reading course for Business computer students at Phetchabun technical college.

1.2 Study the concepts and the theories concerning task-based learning teaching in reading comprehension and related research in Thai and non-Thai context.

1.3 Select the text types used in the reading comprehension lesson plans based on the reading course for Business computer students. The text types chosen were from the need survey (Appendix A) of 63 second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021. The top three topics out of six topics were selected as follows:

1. Job advertisements
2. traveling trip
3. Graphs and charts

The three topics selected were used in the lesson plans by using task-based reading instructions based on Willis's theoretical framework (1996) as follows:

Table 5 The reading comprehension lesson plans by using task-based reading Instructions.

No.	Text types	Periods
1	Job advertisements	2
2	Traveling trip	2
3	Graphs and charts	2
Total		6

The steps of teaching by using task-based reading instructions based on Willis's theoretical framework (1996) were as follows:

Pre-task:

1. The teacher asked the general questions to encourage students' interest and discussed about text types in class.
2. The teacher presented the words related to the text types.

Task-cycle:

1. The students read the texts and answered the questions to check whether they understood the texts.
2. The students brainstormed in a group and selected the information from the text types to complete the exercises.
3. The students designed a creative task in their group due to the information given.
4. The students prepared to present their tasks (information selected) and reported their tasks to the class. Then, the teacher let another group gave comments.

Language focus:

1. The students discussed about the language found from the texts.
2. The teacher assigned students to write the information by using the language found from the texts.

1.4 The lesson plans were verified by the advisor for validity and appropriateness before improvement.

1.5 The improved lesson plans were verified by the three experts in English teaching whether the lesson plans were consistent with the purposes of learning by calculating index of item objective consistency (Nilapun, 2012) by using the criteria as follows:

- 1 means the lesson plans were accordance with the objectives.
- 0 means the lesson plans were unclear.
- 1 means the lesson plans were not accordance with the objectives.

To calculate the index of consistency (IOC) with the following formula:

$$IOC = \frac{\sum R}{N}$$

Where	IOC	=	Index of consistency
	ΣR	=	The total score of experts' opinions
	N	=	A number of experts

The result of the IOC verified by the experts was 0.67-1.00, which was acceptably congruent with the objectives of the lesson plans (Appendix C).

1.6 The lesson plans were piloted with 23 second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021. They were not included in the sample of the study. The problems found in the pilot study were considered in revising the lesson plan for the sample.

1.7 The lesson plans were employed with the sample of 20 second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021.

2. The reading comprehension test

2.1 Study the vocational education curriculum and the reading course for Business computer students at Phetchabun technical college.

2.2 Study the concepts and the theories concerning in reading comprehension assessments and related research.

2.3 Select the text types used in the reading comprehension test based on the reading course for business computer students. The text types chosen were from the need survey (Appendix A) of 63 second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021. The top three topics out of six topics were selected as follows:

1. Job advertisements
2. traveling trip
3. Graphs and charts

2.4 The reading test was a process of evaluating reading comprehension abilities. It consisted of two parts as follows:

Part 1: The 20 items of multiple-choice questions

Part 2: The 10 items of true or false questions

2.5 The reading comprehension test was verified by the advisor for correctness and accordance with the objectives before improvement.

2.6 The improved reading comprehension test was verified by the three experts in English teaching in order to check the content validity based on index of item objective consistency (Nilapun, 2012). The scores rated by the experts were calculated; items with an index 0.5 or higher than 0.5 were acceptably congruent with the objectives of the test. The result of IOC for the test verified by the experts was 0.67-1.00, which was acceptably congruent with the objectives of the test (Appendix E).

2.7 The test was piloted with 23 second-year vocational certificate students, majoring in business computer at Phetchabun Technical College and taking the course reading authentic materials in the second semester of the academic year 2021. They were not included in the sample of the study.

2.8 After the administration of the test, all test items were analyzed for reliability, difficulty index and discrimination index.

The reliability was calculated according to The Kuder-Richardson formula-20 (KR20). It was found that the reliability was 0.85, which was acceptably congruent (Appendix F).

Based on Thaweerats's (2000) criteria, the acceptably congruent difficulty index (p) ranged from 0.20-0.80 and the discrimination index ranged from 0.20-0.60. Due to the calculation of the test found that the difficulty index (p) ranged from 0.48-0.65 and the discrimination index ranged from 0.20-0.60 (Appendix F), which was acceptably congruent.

3. The survey questionnaire to examine students' satisfaction towards task-based reading instructions.

3.1 Study the paper and research related to a survey questionnaire and how to conduct a survey questionnaire.

3.2 To analyze the students' satisfaction towards task-based reading instructions, the questionnaire was included 2 parts as follows:

Part 1: it was scaling 15 questions in the following aspects:

1. Satisfaction towards the reading contents.
2. Satisfaction towards task-based reading activities.
3. Satisfaction towards task-based reading instructions on reading comprehension.

Part 2: there were open-ended questions consisting of 3 questions as follows:

1. What are the advantages of using task-based reading instructions to enhance reading comprehension?
2. What are the disadvantages of using task-based reading instructions to enhance reading comprehension?
3. Are there any opinions and suggestions about implementing task-based reading instructions?

The survey questionnaire was developed based on 5 likert-type rating scale as follows:



4	means	Strongly agree
3	means	Agree
2	means	Disagree
1	means	Strongly disagree

3.3 The survey questionnaire was verified by the advisor for correctness of language and appropriateness of questions before improvement.

3.4 The improved survey question was verified by the three experts in English teaching in order to check the content validity of the language and the questions used. The scores rated by the experts were calculated; items with higher than 0.5 were acceptably congruent. The result of IOC for the survey questionnaire verified by the experts was 0.67-1.00, which was acceptably congruent.

3.5 The survey questionnaire was employed with the sample of 20 second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021.

Phase 3: Data collection

4.1 The research design of this experimental study was a one group pretest posttest which examined the students' reading comprehension abilities before and after learning by using task-based reading instructions. The procedure of the research design included administering of the pretest, giving treatment to students, and administering the posttest. According to Cohen and Manion (1985), the procedure of the design was illustrated as follows:

Table 6 Research design

Pretest	Treatment	Posttest
O ₁	X	O ₂

According to table 4, X refers to the treatment which was the task-based reading instructions. O₁ referred to the reading comprehension abilities which conducted to the students before the experiment. The pretest scores were compared with the scores of the posttest defined as O₂.

4.2 The students the students were asked to answer the questionnaire at the end of the lessons.

The means of items in the questionnaire were interpreted according to Best's criteria (2006) as follows:

4.50 - 5.00	Very high
3.50 - 4.49	High
2.50 - 3.49	Moderate
1.50 - 2.49	Low
1.00 - 1.49	Very low

Phase 4: Data analysis

The data were analyzed to fulfill two objectives of this study. The first objective was to compare the students' reading comprehension abilities before and after learning by using task-based reading instructions. The means (\bar{X}), and the standard deviation (S.D.), and the t-test were used to determine if there was a statistically significant difference between the means of the pre-test and the post-test. The second objective was to survey students' satisfaction towards using task-based reading instructions. The means (\bar{X}), and the standard deviation (S.D.) were utilized. Then the level of satisfaction was interpreted according to Best's criteria.



CHAPTER IV

FINDINGS

The purpose of this chapter is to present the results of the study. This study was carried out to compare English reading comprehension abilities before and after using task-based reading instructions and to survey the students' satisfaction towards the task-based reading instructions. The findings of the quantitative of the study will be illustrated, followed by the results of the qualitative analysis.

The data was collected in the second semester of academic year 2021 from twenty second-year vocational certificate students, majoring in business computer at Phetchabun technical college. After that, the data were analyzed by comparing the mean scores of the English reading comprehension test before and after the students have been taught with the task-based reading instructions. The qualitative data collected from the survey questionnaire related to the students' satisfaction towards task-based reading instructions were analyzed using descriptive statistics (means and standard deviations).

Objective 1: The analysis of English reading comprehension abilities before and after using task-based reading instructions by comparing the differences between pretest and posttest scores.

The data analysis to answer research objective 1 was illustrated as follows:

Table 7 Comparison of reading comprehension abilities before and after using task-based reading instructions.

No.	Total core (30)		Difference (D)	No.	Total core (30)		Difference (D)
	Pre-test	Post-test			Pre-test	Post-test	
1	6	13	+7	11	4	12	+8
2	10	15	+5	12	8	15	+7
3	7	14	+7	13	5	14	+9
4	5	12	+7	14	5	12	+7

No.	Total core (30)		Difference	No.	Total core (30)		Difference
5	13	20	+7	15	10	18	+8
6	9	17	+8	16	7	16	+9
7	10	15	+5	17	11	23	+12
8	12	16	+4	18	9	16	+7
9	9	15	+6	19	3	12	+9
10	5	15	+10	20	6	15	+9
				Total	154	305	151
				\bar{X}	7.70	15.25	7.55
				S.D.	2.81	2.77	1.85

According to the table 7, the students' reading comprehension posttest scores were higher than those in the pre-test which ranged from 12-23. The research results were shown as follows:

Table 8 Pretest and posttest results on reading comprehension of 20 students.

Test	Total Score	N	\bar{X}	S.D.	t	df	Sig
Pre-test	30	20	7.70	2.77	18.26	19	.000
Post-test	30	20	15.25	2.81			

** Significance at level .05

According to Table 8, the research results revealed that the average posttest mean score (\bar{X} = 15.25, S.D = 2.81) of the two groups on reading comprehension test of the vocational certificate Business computer students at Phetchabun Technical College was significantly higher than the average pretest mean score (\bar{X} = 7.70, S.D. = 2.77). The mean difference was 7.55, and the t-value was 18.26.

It showed that there was a statistically significant difference between the average pretest and posttest mean scores of the reading comprehension test at the significant level .05, which was accepted with research hypothesis 1: The students'

reading comprehension scores of the post-test were higher than the pre-test after learning by using task-based reading instructions.

Objective 2: The analysis of students' satisfaction towards using task-based reading instructions.

The data analysis to answer research objective 2 was illustrated as follows:

Table 9 Students' satisfaction towards using task-based reading instructions

(N=20)

Statements	\bar{x}	S.D.	Level of satisfaction	Ranking
Satisfaction towards reading contents.	4.08	0.80	High	②
1. The terminology used in the lessons are fascinating.	3.75	0.83	high	12
2. The contents are not difficult to understand.	4.15	0.79	high	7
3. The contents used in the steps of doing tasks challenge me to complete the tasks.	4.25	0.83	high	5
4. The contents used in the lessons promote my reading comprehension.	4.05	0.86	high	9
5. The topics arouse my needs and my interests.	4.20	0.68	high	6
Satisfaction towards task-based reading activities	4.30	0.73	high	①
1. Task-based reading activities encourage me to read.	4.10	0.07	High	8
2. Task-based reading activities are enjoyable.	4.25	0.77	High	5
3. Task-based reading activities promote the collaboration when doing the task in pairs or groups.	4.30	0.78	High	4
4. Task-based reading activities encourage me to learn more about current situations.	4.35	0.73	High	3
5. Task-based reading activities help me	4.50	0.67	Very high	2

Statements	\bar{x}	S.D.	Level of satisfaction	Ranking
perform the tasks comfortably.				
Satisfaction towards task-based reading instructions on reading comprehension.	4.10	0.76	High	③
1. Task-based reading instructions support me to understand the contents.	4.05	0.80	High	9
2. Task-based reading instructions enhance my reading comprehension abilities.	4.20	0.81	High	6
3. Task-based reading instructions help me grasp more vocabulary in the passage.	3.90	0.77	High	10
4. Task-based reading instructions foster my reading strategies.	4.55	0.59	Very High	1
5. Task-based reading instructions help me arrive at the answer easily.	3.80	0.81	High	11
Overall average	4.16	0.76	High	

According to table 9, it revealed that the students' satisfaction towards using task-based reading instructions was at the high level ($\bar{X} = 4.16$, S.D. = 0.76), which was accepted with research hypothesis 2: The students' satisfaction towards using task-based reading instructions was at a high level.

Based on the analysis of the survey questionnaire, the most influential aspect of students' satisfaction was the task-based reading activities, which helped students perform the task comfortably, encouraged them to learn more about current situations, promoted collaboration when doing the tasks in pairs or groups, made them feel enjoyable, and encouraged them to read.

The students' opinions on the advantages and disadvantages of task-based reading instructions to enhance their English reading comprehension abilities are presented as follows:

“Task-based activities promote me to get a lot of vocabularies.”

“I enjoyed doing the tasks in a group.”

“A group activity support me to be confident when reporting the tasks.”

“I was not controlled by the teacher when doing the tasks.”

“I liked when I had the opportunities to express my ideas in the creative task activity.”

“I could not finish my task on time.”

“It is the minimum time required for doing the task.”



CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter explains the conclusion, discussions, and recommendation for practice and further study of the research on the effects of using task-based reading instructions to enhance reading comprehension abilities of vocational certificate students at Phetchabun technical college. This study was a one group pretest posttest which aimed to examine students' reading comprehension abilities before and after learning by using task-based reading instructions and to study students' satisfaction towards using task-based reading instructions.

Research population and samples

1. The population in this study was sixty-three second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021.
2. The samples were 20 second-year vocational certificate students, majoring in business computer at Phetchabun technical college and taking the course reading authentic materials in the second semester of the academic year 2021. They were selected by simple random sampling.

Variables

1. Independent variable was task-based reading instructions.
2. Dependent variables were as follows:
 - 2.1 Students' reading comprehension abilities.
 - 2.2 Students' satisfaction towards task-based reading instructions.

Duration of this study

This study was conducted over a period of five weeks. In the first week, the reading comprehension pre-test was investigated to measure the students' reading comprehension abilities before getting the treatment. It took one hour. The three task-based reading instructions plans were implemented from the second week to the fourth week. Each lesson plan was used two period and each period lasted 60 minutes. The post-test was administered in the fifth week and took one hour. It took eight hours to complete this study.

Research design

The research design of this experimental study was a one group pretest posttest which examined the students' reading comprehension abilities before and after learning by using task-based reading instructions. The procedure of the research design included administering of the pretest, giving treatment to students, and administering the posttest. According to Cohen and Manion (1985), the procedure of the design was illustrated as follows:

Table 10 Research design

Pretest	Treatment	Posttest
O ₁	X	O ₂

According to the table 8, X refers to the treatment which was the task-based reading instructions. O₁ referred to the reading comprehension abilities which conducted to the students before the experiment. The pretest scores were compared with the scores of the posttest defined as O₂.

Research instruments

1. The three-reading comprehension lesson plans using task-based reading instructions based on Willis's theoretical framework (1996) ranged from 0.67-1.00, which were acceptably congruent of the objectives.

2. The reading comprehension test consisted of two parts: the 20 items of

multiple-choice questions, and the 10 items of true or false questions. The difficulty index (p) ranged from 0.48-0.65, the R-value ranged from 0.20-0.60, and the reliability was 0.85, which was acceptably congruent.

3. The survey questionnaire was used to analyze students' satisfaction towards task-based reading instructions, it consisted of two parts: the 15 scaling questions based on a 5 Likert-type rating scale, and the open-ended questions. The result of IOC ranged from 0.67-1.00, which was acceptably congruent.

Data analysis

The data were analyzed to fulfill two objectives as follows:

1. compare the students' reading comprehension abilities before and after learning by using task-based reading instructions. The means (\bar{X}), and the standard deviation (S.D.), and the t-test were used to determine if there was a statistically significant difference between the means of the pre-test and the post-test.

2. to survey students' satisfaction towards using task-based reading instructions. The means (\bar{X}), and the standard deviation (S.D.) were utilized.

Conclusion

It could be concluded that the study on the effects of using task-based reading instructions to enhance English reading comprehension abilities had a positive effect as follows:

1. The students' English reading comprehension abilities after studying using the task-based reading instructions was significantly higher than before studying at the .05 level.

2. The students' satisfaction towards the task-based reading instructions was at the high level.

Discussion

The study of the effects of using task-based reading instructions to enhance English reading comprehension abilities could be discussed and supported with the related literature based on the two objectives of the study as follows:

1. As mentioned in the research conclusion 1, the English reading comprehension abilities of second-year vocational certificate students after the use of task-based reading instructions were higher than those before the treatment with the statistically significant difference of .05 level. This can be demonstrated as follows:

1.1 In the pre-task stage: Students enjoyed doing the tasks where they were given the opportunity to enable the related words, phrases, and target sentences by brainstorming some ideas of what types of things they might use for the task. To introduce the lesson by comparing ideas and sharing experiences as a lead-in could support students understand the main point and the purposes of the task.

This was consistent with the idea of Nunan (2004) which indicated that task-based learning allowed students to use the language in pair or group work. In addition, Richards (1990) recognized that brainstorming was effective in achieving student interaction in developing cognitive skills for the purpose of generating ideas. He found that students trained in brainstorming are more successful at generating and organizing ideas. This is consistent with the idea of Rao (2007) who indicated that students trained in brainstorming and utilized them regularly over a twelve-month period produced significantly higher results in writing tasks.

This was relevant to the study of Chalay (2015) who conducted the effect of task-based instruction on reading comprehension of Iranian EFL learners. The findings suggested that using interactive tasks in English classes help improve reading comprehension ability of Iranian EFL learners. He also pointed out that through interaction while performing the tasks the students were given opportunities to talk about vocabulary and monitor their language use. This agrees with current findings. In the stage of the pre-task, students could learn the new words, phrases, and sentences related to the task. Additionally, the students developed their understanding of how to recognize the key elements of the texts. Based on the findings, it could be concluded that it was important for students to gain new language during the pre-task stage since it improved their comprehension when doing the task.

1.2 In the task cycle stage: The students were confident when they did the task in pairs and in groups in the planning stage which they were asked to prepare the task for reporting to the whole class on how they did the task and what conclusions they reached. Students reported their tasks confidently and they also got the positive comments from their classmates. Moreover, students had the opportunities to exchange the ideas with the teacher, but the error correction of the language were not occurred.

In this stage, it was required the teacher to serve as a language advisor and students had to complete the tasks and learned how the language works on their own. As Willis (1996) stated that students felt the need for various interaction patterns with a focus on themselves rather than on the teacher. Van den Branden (2006) agreed with the fact that task-based lessons were student-centered, which meant students take the main part in the learning process. In the report stage, students presented their findings to the class. Therefore, the report stage provided students with a natural incentive to advance and improved their language skills. It presented a very real linguistic challenge to communicate clearly and accurately in language appropriate to the situation. As Skehan and Foster (1997) pointed that interlanguage development would come about, not through control and practice, but through the meaningful use of language and the engagement of more naturalistic acquisition processes. That could be realized that students were able to understand the language when they were not controlled.

This was relevant to the study of Nahavandi and Mukundan (2013) which investigated the use of the task-based cycle in reading comprehension classes for engineering EFL learners in a pre-university class. The results revealed that applying the elements of task-based cycle positively affected learners' reading comprehension. It was concluded that applying TBL in reading classes and allowing the learners to be responsible for their own learning and providing opportunities for pair work and group work creates an active classroom atmosphere where all the learners engaged in the process of their own learning task.

1.3 In the language focus stage: The teacher assigned the work of previewing so that the students had the chance to observe the language used in the task cycle stage. Then, the teacher highlighted the relevant part from the text and the language used in the report stage for the students to analyze. Because the more detailed attention to form was applied in the stage of task-cycle. Moreover, students did the

tasks freely because they were supposed to be a cast in the role of "text investigators" during analysis activities.

As Willis (1996) claimed that the students emphasized language features used during the stages of the pre-task and the task cycle and the stage of language focus provided opportunities for students to analyze and practice specific linguistic features arising from the task. It shifted from fluency to accuracy and back to fluency, which demonstrated that although the form was important, it was not the central part of the task model.

This was relevant to the study of Chung and Révész (2021) who conducted "Investigating the effect of textual enhancement in post-reading tasks on grammatical development by child language learners". They examined the extent to which textual enhancement implemented in the post-task stage of task-based reading lessons could facilitate development in L2 grammatical knowledge by child language learners. The results revealed that participants who were exposed to textual enhancement demonstrated significantly greater pretest-posttest gains with a small effect size, as compared to those who engaged in post-reading tasks without textual enhancement. Thus, by the time of the language focus stage, students might have enough attentional resources left to pay attention to the enhanced grammar or structure found in the task-cycle stage to promote reading skills.

2. As mentioned in the research conclusion 2, the students' satisfaction towards the task-based reading instructions was at the high level. This can be demonstrated as follows:

The findings of students' satisfaction on task-based reading instructions showed that task-based reading instructions enhanced students' reading comprehension abilities. The ranking order (from high to low) of each aspect of satisfaction were task-based reading activities, task-based reading instructions on reading comprehension, and reading contents. The reasons to explain these points might be the fact that using task-based reading instructions were the activities that provided students did the activities in pairs and groups which promoted students' collaboration when they were doing the tasks. This was relevant to the study of Gokhale (1995) which mentioned working in a group as collaborative could support students when doing the task, because they helped each other to comprehend the

tasks. Additionally, students felt relax in the moment to develop the different tasks and it was easier to carry out the solving-problem activities.

Recommendation

According to this study, there are some recommendations for practice and for further study as follows:

1. Recommendation for practice

1.1 As task-based reading activities involve steps and processes that are different from what students are used to learning, so teachers should time the activities accordingly. Accurately a teacher describes the steps and processes in the beginning stages and provides clear and correct examples of how to perform the tasks to achieve the objectives.

1.2 In organizing the activities, the teacher encourages students to take an interest in the material before the reading activity to prepare them for the activity. The activities and the difficulty of the language used should be appropriate to the learning differences of the learners and stimulates the background knowledge of the students.

2. Recommendations for further study

2.1 It could be investigated on online reading by using task-based reading instructions.

2.2 It could be conducted task-based learning on other skills of English such as writing.

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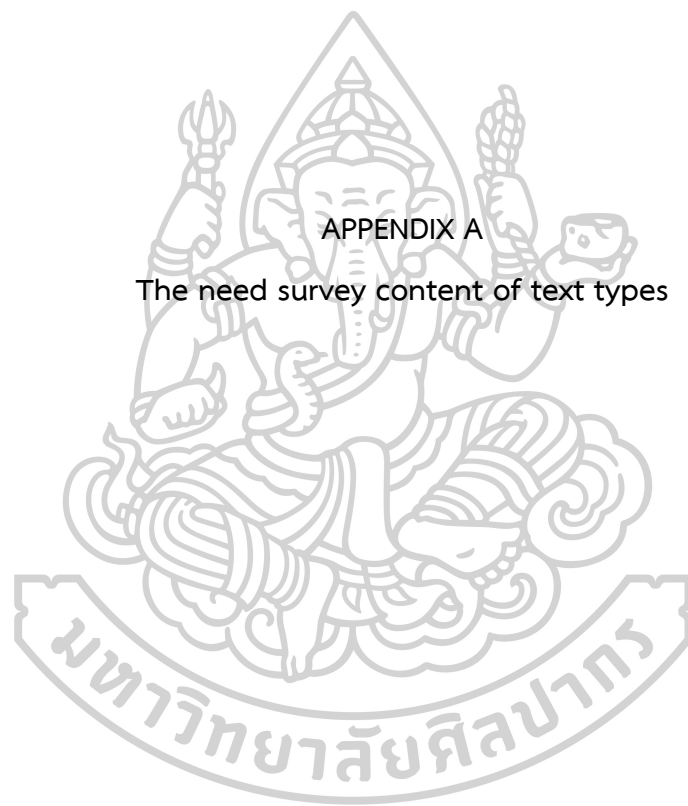
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APPENDIX A

The need survey content of text types

Which text types would you like to read?

Directions: List the number 1-6 in the blank spaces	
_____ News	_____ Job advertisements
_____ Graphs and charts	_____ Signs and notices
_____ Traveling trip	_____ Labels

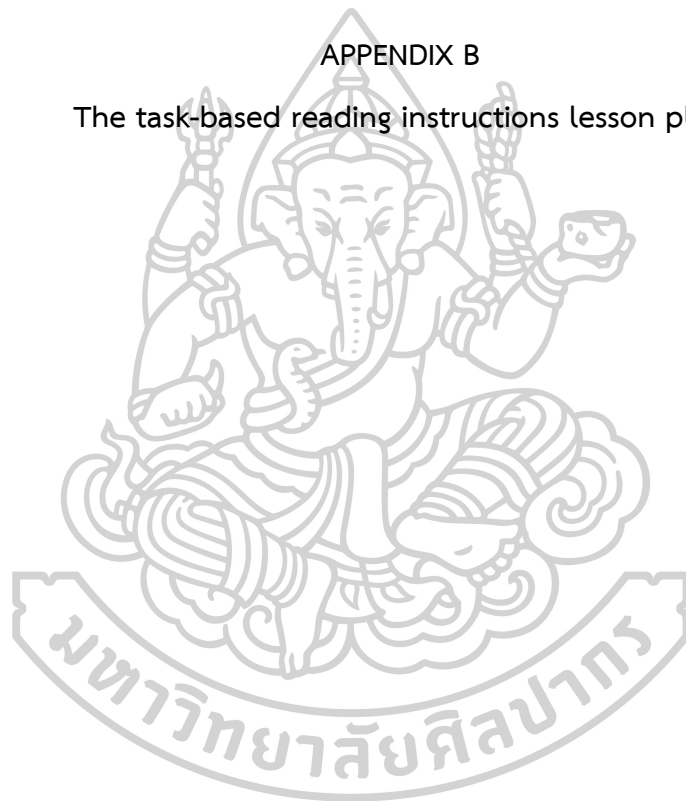
Table 11 Results of the needs survey questionnaire.

No.	Reading Topics	Number of students	Percentage	Ranking
1	News	3	4.76	6
2	Job advertisements	18	28.57	1
3	Graphs and charts	11	17.46	3
4	Signs and notices	9	14.29	4
5	Traveling trip	14	22.22	2
6	Labels	8	12.70	5
Total		63	100	

According to table 9, students were most interested in job advertisement (28.57%), traveling trip (22.22%), graphs and charts (17.46%), signs and notices (14.29%), labels (12.70%), and news (4.76%). The top three topics out of six topics were selected to be text types used in the lesson plans: Job advertisements, traveling trip, and in the office.

APPENDIX B

The task-based reading instructions lesson plan



Lesson Plan

Unit: Job Advertisements

Course: 20000-1205 Reading Authentic Materials

Semester: 2/ 2564

Lesson name: Job Advertisements

Class: Business Computer

Level: 2 certificate

Time: 2 periods

Terminal Objectives:

Students will be able to comprehend the job advertisements.

Enabling objectives:

1. To answer the general questions.
2. To understand the vocabulary about the job advertisements.
3. To scan and classify the elements of the job advertisements.
4. To scan for the details and select the information.
5. To design their job advertisement according to information given.
6. To discuss about imperative sentences.
7. To write the information about the job ads by using imperative sentences.

Expected behavior:

1. Be a good reader of advertisements through reading textual and non-textual content.
2. Be eager to find more knowledge about things around them.

Language focus:

- **Function:** Read textual and non-textual content of various advertisements.
- **Skills:** Reading for analysis, reading for specific information, reading for details and reading for comprehension
- **Vocabulary:** Resume, curriculum vitae, application letter, letter of recommendation, recent photos, transcript, vacancy, apply, applicant, experience, etc.
- **Grammar:** Imperative sentences


Teacher's Personal Aim:


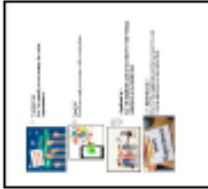


1. Be aware of all the students' questions about the subject matter.
2. Use the time efficiently in teaching the subject matter.





Materials:


Realia (actual print advertisements), PowerPoint presentation, Worksheets


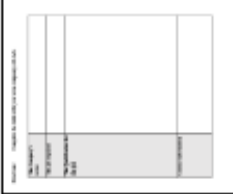

Steps in Teaching

Steps	Contents	Teacher's Activities	Students' Activities	Teaching Aids
<p>Pre-Tasks (10 mins)</p>	<ul style="list-style-type: none"> Asking the general questions <p>T: Look at the slides and think about the following questions.</p>  <p>1. What jobs can you find from the slides? 2. Do they have the same or different jobs qualifications? 3. What are the qualifications of each jobs? 4. where can you search for the jobs; for example, online, in newspapers, in shop windows, and at the Job Center? 5. If you are interested in each job, how can you apply for it?</p> <p>Ss: Answers can be various.</p>	<p>- Show the slides of different Job Ads and ask the questions to lead in.</p>	<p>- Look at the slides of job ads and answer the questions, and discuss in class</p>	<p>- PowerPoint Presentation</p>

Steps	Contents	Teacher's Activities	Students' Activities	Teaching Aids
<p>Pre-Task (10 mins)</p>	<ul style="list-style-type: none"> Review the words from the printed text. <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div> <p><i>T: Look at the Job Ads. Read these words and example sentences.</i></p> <p><i>Ss: Answers can be various.</i></p> <ul style="list-style-type: none"> Review the elements of job ads. <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div> 	<p>Present the slides and gives the vocabularies always in the job ads and ask students to repeat the words to practice pronunciation.</p> <p>Present the about the elements of a job ad</p>	<p>Look at the slides and read the vocabularies.</p> <p>Try to understand the elements of a job ad</p>	<p>- Power point presentation - worksheet</p> <p>- Power point presentation - worksheet</p>

Steps	Contents	Teacher's Activities	Students' Activities	Teaching Aids
<p>Task-cycle (15 mins)</p>	<ul style="list-style-type: none"> Read and classify the elements of the job ad given. <div style="display: flex; justify-content: space-around;">   </div> <p>Give students an example: <i>T: Let's take a look at the word "Journalist" Can you tell me what group is it?</i> <i>Ss: Position required!</i> <i>T: Great! Complete in the position required one.</i></p> <ul style="list-style-type: none"> Learning the reading comprehension skills. <div style="display: flex; justify-content: space-around;">   </div>	<p>Let students scan the information from job ad and classify the elements of each part in the table correctly.</p> <p>Give students practice reading for comprehension skills from the given exercise and answer the questions.</p>	<p>Scan the information from job ad and classify the elements of each part in the table correctly.</p> <p>Practice reading for comprehension skills from the given text and answer the questions.</p>	<p>Worksheet</p> <p>Worksheet</p>

Steps	Contents	Teacher's Activities	Students' Activities	Teaching Aids
<p>Task-cycle (30 mins)</p>	<p>Task 1 (work in group)</p> <ul style="list-style-type: none"> Scan the qualifications and descriptions provided and brainstorm. Then select the information according to the job given.  <p>Planning</p> <ul style="list-style-type: none"> Prepare for the presentation about the job advertisement. <p>Reporting</p> <ul style="list-style-type: none"> Report their task to the class. Let another group comment. 	<ul style="list-style-type: none"> Group students into three groups. Ask students scan the qualifications and descriptions provided and brainstorm. Then select the information according to the job. Let students prepare to report the findings to the whole class. Ask for two volunteer group. Let each group report and compare their findings 	<ul style="list-style-type: none"> Work in group. Scan the qualifications and descriptions provided and brainstorm. Then select the information according to the job. Prepare to report the findings to the whole class. Report the findings. Compare the finding with others. 	<ul style="list-style-type: none"> Worksheet

Steps	Contents	Teacher's Activities	Students' Activities	Teaching Aids
<p>Task-Cycles (40 mins)</p>	<p>Task 2 (Work in group)</p> <ul style="list-style-type: none"> Design a Job advertisement related to your company wanted and talk to the class.    <p>Planning</p> <ul style="list-style-type: none"> Each group plans to report their job advertisements. <p>Reporting</p> <ul style="list-style-type: none"> Report their tasks to the class. Compare the findings with another groups. 	<p>- Ask students to work in group. (three groups)</p> <p>- Let them use the information given and brainstorm with their group.</p> <p>- Ask them to design a job advertisement related to their company wanted.</p> <p>- Ask students plan to report their tasks.</p> <p>- Ask students report to their tasks.</p>	<p>- Divide into three groups.</p> <p>- Scan the information and brainstorm in the group.</p> <p>- Design a job advertisement related to the company wanted and talk.</p> <p>- Plan to report their tasks.</p> <p>- Report their task to the class.</p> <p>- Give comments to their class.</p>	<p>Worksheet</p>

Steps	Contents	Teacher's Activities	Students' Activities	Teaching Aids
<p>Language Focus (15)</p>	<p><u>Analysis</u></p> <ul style="list-style-type: none"> • Ask students to discuss about the imperative sentences that they have seen learned in the job ad. • Ask them to write five imperative sentences. <p><u>Practice</u></p> <ul style="list-style-type: none"> • Assign students homework to write the information about their job ad by using imperative sentences according to the task 2. 	<ul style="list-style-type: none"> - Ask students to discuss. - Ask students to write five imperative sentences. - Assign students a homework to write the information about their job ad by using imperative sentences according to the task 2. 	<ul style="list-style-type: none"> - Discuss with the teacher and the classmates. - Write five imperative sentences. - Finish their homework by writing the information about their job ad by using imperative sentences according to the task 2. 	-



Name _____

PRE-TASK



Review the words, phrases, and the sentences.



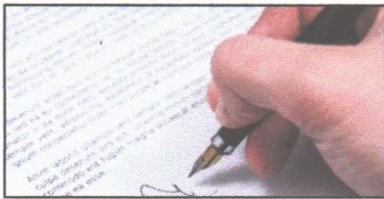
1. **resume/curriculum vitae (C.V.) (n.)**

Ex. A **resume** or a **curriculum vitae** helps you demonstrate your abilities and convince employers you're qualified and hireable.



2. **Application letter (n.)**

Ex. An **application letter** typically provides detailed information on why you are qualified for the job you are applying for.



3. **Letter of recommendation (n.)**

Ex. A letter of recommendation is a written reference designed to offer information about your character and work ethic.



4. **A recent photo (n.)**

Ex. To apply, send your resume to kru.prangdarika@gmail.com with your **recent photo**.



5. **Transcript (n.)**

Ex. I'm now applying for jobs, and I'm terrified about recruiters looking at my **transcript**.



6. **Apply (v.)**

Ex. If you are interested in this job, please apply by sending your CV to kru.prangdarika@gmail.com.



7. **Vacancy (n.)**

Ex. We currently have a **vacancy** for a sales representative.



8. **Send (v.)**

Ex. Please **send** your resume with a recent photo.



9. **Applicant (n.)**

Ex. **The applicant** must have at least two-year working experience in the related field.



10. **Experience (n.)**

Ex. Ex. **The applicant** must have at least two-year working experience in the related field.

Elements of a Job Advertisement

Excellent Opportunity for Journalists

A leading media group with international presence has vacancies for qualified and competent Reporters, Sr. Sub Editors & Sub Editors for its English Language Newspaper. The positions are currently Pindi/Islamabad based

Applicants must be:

- Preferably Masters in Mass Communication, Business, Economics, IR, Political Science, English Literature and have a minimum of 2-3 years relevant experience
- Have excellent writing and editing skills
- Must be Computer literate
- Should be team players

Candidates may apply immediately rawalpindi.vacancy@gmail.com within 7 days.

We are an equal opportunity employer

Position required

Company's name

Qualification for the job

Contact information

Elements of a Job Advertisement (con.)

1. Company is an organization that produces or sells goods or services to make a profit.
2. Position is a function you serve at a company.
3. Qualification is a quality or accomplishment that makes someone suitable for a particular job or activity.
4. Education is the process of receiving or giving systematic instruction, especially at a school or university.
5. Skills are the abilities to use one's knowledge effectively and readily in execution or performance.
6. Experience is instance of personally encountering or undergoing something.
7. Language is the principal method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture.
8. Contact Information is an information to enable an individual at a place of business to be contacted and includes the name, position name or title, business telephone number, business address, business email or business fax number of the individual.
9. Telephone number: A number assigned to a telephone line for a specific phone.
10. E-mail: A system for sending and receiving messages electronically over a computer network.
11. Company address: The address at which a business is located.
12. Facebook: It is an online social networking service.
13. Line: It is an instant messenger that is similar to another internet-based messengers.

Task-cycle



Directions: Read the printed text and classify the elements of the job advertisement given.

VACANCY FOR AN IT TECHNICIAN



The Ideal candidate should be,

- Age between 18-35
- Diploma in IT or Computer Science or any other relevant qualification
- Minimum 1-year experience in PC assembling and technical support
- Must have a knowledge to install software / drivers/ Printer installation.
- Should be able to work during weekends

Must have a knowledge to email configuration.

- Good Network knowledge (router configuration/ pc and printer sharing)
- Managing virus guards & virus definitions in client computers.
- Ability to repair printers / Laptops will be an added qualification.

HOW TO APPLY

Send us your CV within 7 days to hrsfscadd@gmail.com together with the names of two non-related referees.
Please state the position applied as the subject line of the email.

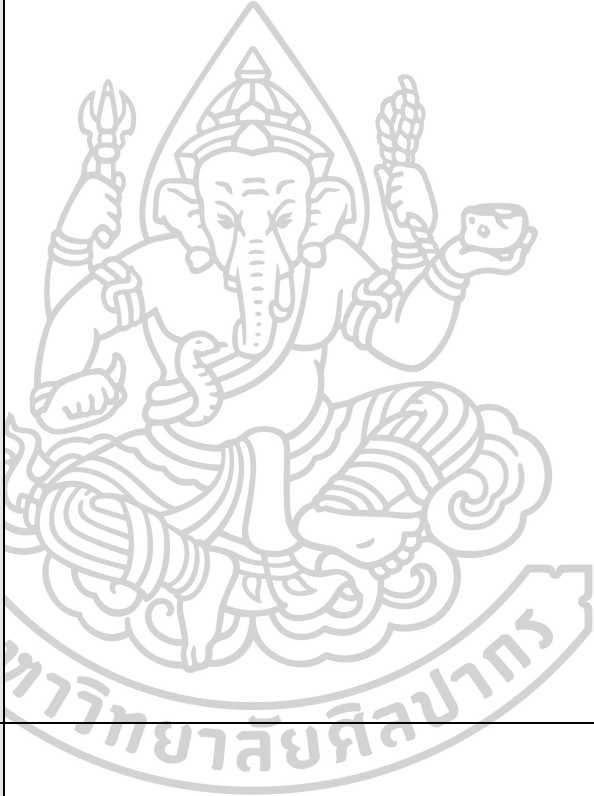
260/24A, Depot Road, Katubedda, Moratuwa
2/2, Park Road, Kaluwella, Galle.
292/2/1, Galle Road, Colombo 04.

011 26 11 612
076 76 70 200



SFS
ACADEMY
www.snapferd.com

Directions: Classify the elements of the Job Ads above.

The Company's name	
The job required	
The Qualification for the job	
Contact information	

TASK CYCLE

Task 1



Problem solving task:

Qualifications and descriptions

- Experience troubleshooting integrated and interdependent computer systems
- High school or equivalent diploma
- 1+ year of practice in the set up and installation of computer and networking equipment in a professional environment
- experience with networking and either Linux and/or Microsoft About OpsTech IT
- Good command of spoken and written English
- Able to communicate in English
- Ability to drive and process a driving license
- Pleasant personality and willing to work hard
- strong interpersonal and leadership skills
- Knowledge of PC is an advantage (PC=personal computer)

Directions: You have responsible to make a job AD for hiring an IT supporter, what qualifications and descriptions would you like to add? (Scan from the printed text given)

.....

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Reading comprehension practice questions.

Directions: Read the job ads given in task 1 above. Then answer the questions.

1. What job position does the company offer?

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.....
.....

2. What degree should applicant have?

.....
.....
.....

3. How long should the experience applicant have?

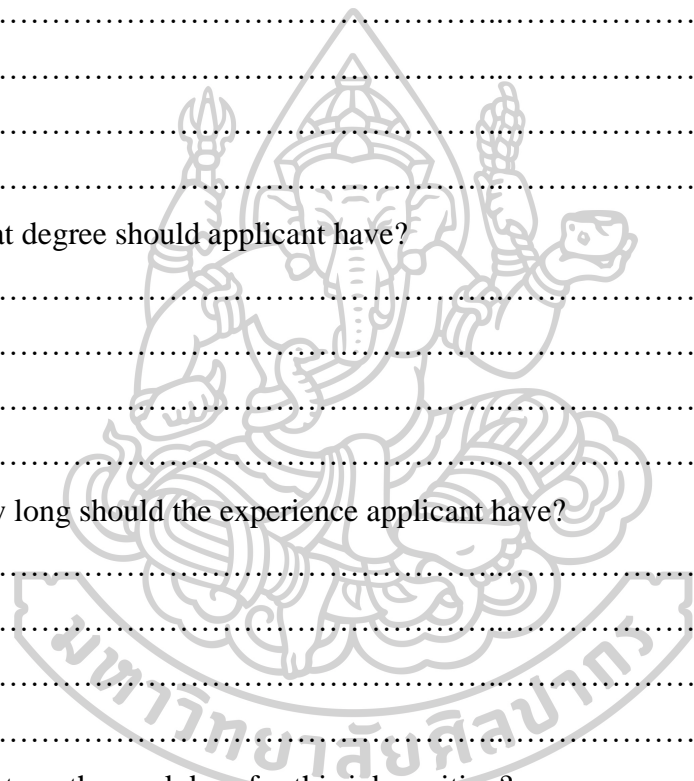
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4. What are the workdays for this job position?

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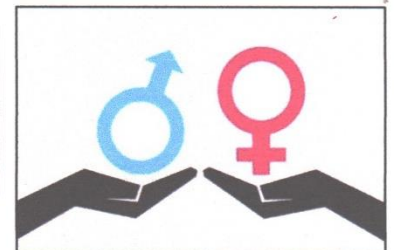
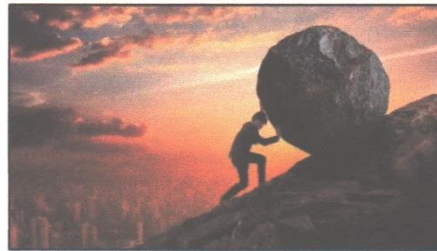
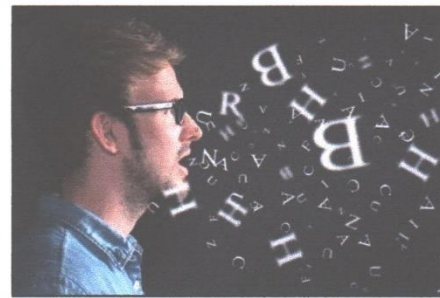
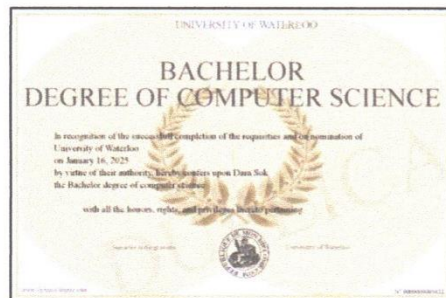
5. How can you apply if you are interested in this job?

.....
.....
.....



Task 2**Creative task: Group Work**


Directions: Use the information given and brainstorm with your group. Then make a Job advertisement related to your company wanted and talk to the class.



Directions: Design your Job Ads according to the information given in Task 2.

A large, empty rectangular box with a thin black border, occupying the majority of the page below the directions. It is intended for the student to design their job advertisements based on the information provided in Task 2.

Answer key for task-cycle: Classify the elements of the Job ads.

The Company's name	SFS Academy
The job required	IT technician
The Qualification for the job	<ul style="list-style-type: none"> • Age between 18-35 • Diploma in IT or Computer Science or any other relevant qualification • Minimum 1-year experience in PC assembling and technical support • Must have a knowledge to install software / drivers/ Printer installation. • Should be able to work during weekends <p>Must have a knowledge to email configuration.</p> <ul style="list-style-type: none"> • Good Network knowledge (router configuration/ pc and printer sharing) • Managing virus guards & virus definitions in client computers. • Ability to repair printers / Laptops will be an added qualification. 
Contact information	<p>Tel: 0112611612, 0767670200</p> <p>Address: 260/24A, Depot Road, Katubedda, Moratuwa 2/2, Park Road, Kaluwella, Galle. 292/2/1, Galle Road, Colombo 04.</p>

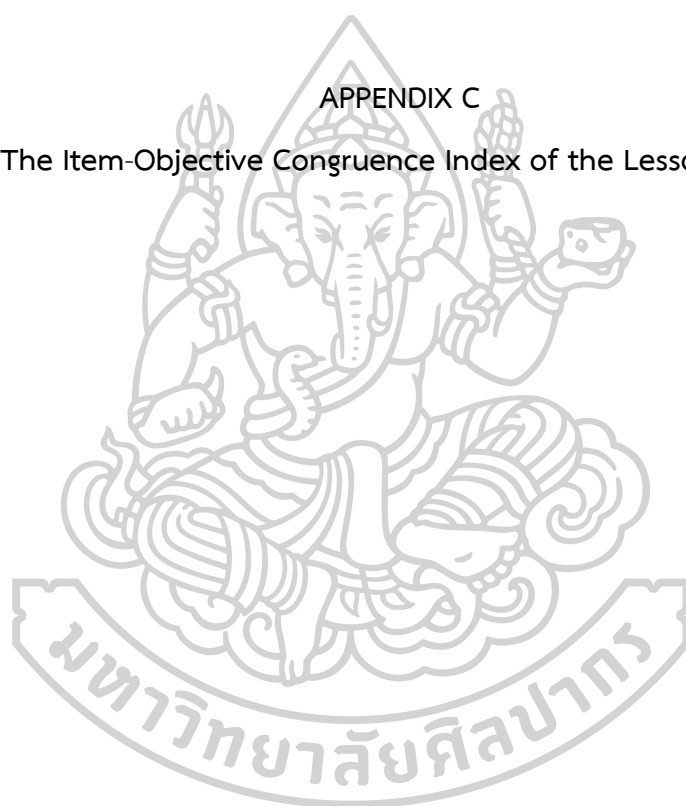
Answer key for task 1: Reading comprehension practice questions.

1. **What job position does the company offer?**
The company offers an IT technician.
2. **What degree should applicant have?**
The applicant should have a diploma in IT or computer science or any other relevant qualification.
3. **How long should the experience applicant have?**
They should/must have minimum 1-year experience.
4. **What are the workdays for this job position?**
They are Saturday and Sunday. / They are during the weekends.
5. **How can you apply if you are interested in this job?**
We can apply by sending the CV via email.



APPENDIX C

The Item-Objective Congruence Index of the Lesson plans



Research instruments evaluation (For the lesson plans)

Instructions: please put a tick (✓) in the rating box (1, 0, -1) according to your opinion.

1 means the item is appropriate.

0 means the item is not sure.

-1 means the item is not appropriate.

Lesson plans	Learning objectives	Reading activities	Evaluation	Level of opinions		
				1	0	-1
Unit 1 Job advertisements	To comprehend the job advertisements	<p>Pre-task:</p> <ol style="list-style-type: none"> Asking and answering the general questions Understanding the vocabulary Understanding the elements of job ads Classifying the elements of job ads and answering the questions <p>Task-cycle:</p> <p>Task 1 (work in group)</p> <ol style="list-style-type: none"> Scanning and selecting the qualifications and descriptions <p>- Planning: Preparing to present the information selected in task 1</p>	<p>- Reading the text and answer the questions</p> <p>- Scanning the text and designing a job advertisement according to the text</p>			

Lesson plans	Learning objectives	Reading activities	Evaluation	Level of opinions		
				1	0	-1
		<p>- Reporting: Reporting a task and comparing the findings</p> <p>Task 2 (Work in group)</p> <p>1. Designing a job ad according to the information given.</p> <p>- Planning: Preparing to report a creative task</p> <p>- Reporting: Reporting a creative task to the class and giving comments</p> <p>Language focus:</p> <p>- Analysis: Discussing about the grammar found in the job ads</p> <p>- Practice: Writing the information about the job ad in task 2 by using imperative sentences</p>				

Lesson plans	Learning objectives	Reading activities	Evaluation	Level of opinions		
				1	0	-1
Unit 2 Traveling trip	To comprehend the travel brochure or leaflet	<p>Pre-task:</p> <ol style="list-style-type: none"> Asking and answering the general questions Understanding the vocabularies Understanding the elements of the brochure or leaflet Classifying the elements of the brochure or leaflet and answer the question. <p>Task-cycle:</p> <p>Task 1 (work in group)</p> <ol style="list-style-type: none"> Scanning and choosing some inclusions to make a tour package <p>- Planning: Preparing to present the task 1</p> <p>- Reporting: Reporting a task and compare the findings.</p> <p>Task 2 (Work in group)</p>	<p>- Reading the text and answer the questions</p> <p>- Scanning the text and designing a travel brochure</p>			

Lesson plans	Learning objectives	Reading activities	Evaluation	Level of opinions		
				1	0	-1
		<p>1. Designing a travel brochure or a leaflet according to the information provided</p> <ul style="list-style-type: none"> - Planning: Preparing to report the task. - Reporting: Reporting the task to the class and giving comments. <p>Language focus:</p> <ul style="list-style-type: none"> - Analysis: Reviewing the grammar used in context and take note of the language needed - Practice: writing the information about a tour package by using modal verbs 				
Unit 3 Graphs and charts	To comprehend graphs and charts	<p>Pre-task</p> <ol style="list-style-type: none"> 1. Asking and answering the general questions 2. Understanding types of graph and charts 	<ul style="list-style-type: none"> - Reading the text and answer the questions - Scanning the text and creating graphs or charts 			

Lesson plans	Learning objectives	Reading activities	Evaluation	Level of opinions			comments
				1	0	-1	
		<p>3. Understanding how to read graphs and charts</p> <p>4. Scanning the graphs and answering the questions</p> <p>Task-cycle:</p> <p>Task 1 (work in group)</p> <p>1. Scanning the data and making the graphs or charts</p> <p>- Planning: Preparing to present the task 1</p> <p>- Reporting: Reporting a task and comparing the findings</p> <p>Task 2 (Work in group)</p> <p>1. Designing a graph or a chart to compare the average product of two companies</p> <p>- Planning: Preparing to report the task</p> <p>- Reporting: Reporting the task to the class and giving comments.</p>					

Lesson plans	Learning objectives	Reading activities	Evaluation	Level of opinions		
				1	0	-1
		<p>Language focus</p> <ul style="list-style-type: none"> - Analysis: Reviewing the grammar used in context and taking note of the language needed. - Practice: Writing the information to compare the data of two companies by using comparative and superlative adjectives 				

Table 12 The Item-Objective Congruence Index of the Lesson plans

Unit	Lesson plans	Experts			ΣR	IOC	Meaning
		1	2	3			
1	Job advertisements	1	1	1	3	1.00	Acceptable
2	Traveling trip	0	1	1	2	0.67	Acceptable
3	Graphs and charts	1	1	1	3	1.00	Acceptable

The three lesson plans were checked by three experts to determine whether the lessons were consistent with the purposes of learning and to calculate the index of consistency (IOC) between the lessons and behavioral objectives by the following formula as follow:

$$IOC = \frac{\Sigma R}{N}$$

Where

IOC

=

Index of consistency

ΣR

=

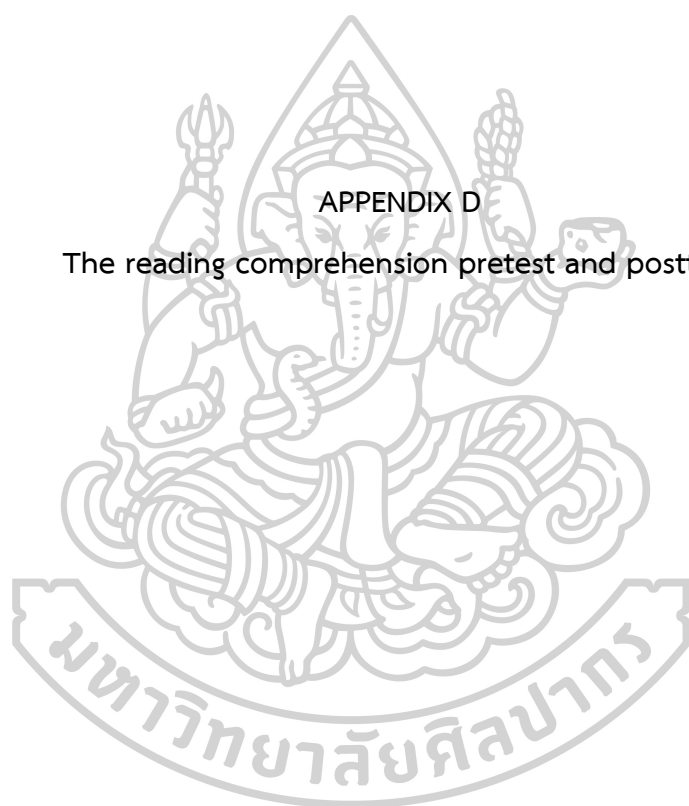
The total score of experts' opinions

N

=

A number of experts





APPENDIX D

The reading comprehension pretest and posttest



Semester 2/2021

Reading Authentic Materials (20000 – 1203)

30 points

Level: second-year certificate

Time: 60 minutes

Instructions: Read the following advertisement and answer the questions. (Items 1-4)



**MAHIDOL
UNIVERSITY**
Wisdom of the Land

Faculty of ICT, Mahidol University is now seeking several highly talented individuals to be our full-time staff with the following minimum required qualifications.



ENGLISH INSTRUCTORS

- Native English speaker only, those from US, UK, Canada or Australia are welcome;
- A Bachelor's degree or higher in Linguistics, Education or related fields, with teaching certificate;
- At least 3 years of teaching experience at universities or school.

The salary is commensurate with experience and qualifications. Please E-mail a cover letter, resume, 2 letters of professional reference from teaching supervisors, transcript, a recent photo, and any relevant documents to the Dean of the faculty of ICT via:

E-mail: itbps@mahidol.ac.th

Adapted by:

1. What is the position wanted?

- | | |
|-----------------|---------------------|
| a. ICT officers | b. Sales assistants |
| c. Lectures | d. Operators |

2. Which requirement is not mentioned?

- | | |
|----------------|------------------------|
| a. Nationality | b. Degree of Education |
| c. Experience | d. Language ability |

3. Who is the most qualified for this job?

- a. Tom: Australian, Bachelor degree in engineering, five -year experience in engineering
- b. Jane: Thai, Bachelor degree in Education, three-year experience in teaching English
- c. Max: British, Master degree in English Literature, four-year experience in teaching English
- d. Lisa: American, Master degree in Linguistics, one-year experience in teaching English

4. Who is not required for this job?

- Michael is from the united sate of America.
- Mick is from Australia.
- Jennifer is from Canada.
- Nan is from Thailand.

Instructions: Read the advertisements and choose the job would be best for each person.

(Items 5-9)

<p>WOW MAGAZINE</p> <p>Writers wanted!</p> <p>Wow magazine is looking for the writers for its website. Pay is based on the number of people who read your articles. You may receive the tickets to events and free products to test. This is a great opportunity to get valuable work experience.</p> <p>We wants people who are:</p> <ul style="list-style-type: none"> ☛ Chatty ☛ Passionate ☛ Interesting ☛ Skilled <p>Contact us at info@wow.com</p>	<p>WORK FOR PBNTC COFFEE</p> <p>Join Phetchabun's number one café at PBNTC COFFEE, where every café has the same aims: to create family-like team and to give excellent customer service.</p> <p>Many different kinds of people come and work with us, so start your career at PBNTC COFFEE today:</p> <ul style="list-style-type: none"> ☛ Choose the hour you work ☛ Get management experience ☛ Share your love of coffee <p>Join as a Team Member, Assistant Manager or Café manager, depending on your skills and experience.</p> <p>Email us at jobs@pbntccoffee.co.th</p>
<p>Trainee hair dresser</p> <p>Full time – 40 hours per week permanent Sadiang, Muang Phetchabun</p> <p><i>Learn from some of the best hairdressers in the world!</i></p> <p>You will work 40 hours a week: Monday – Saturday. Your responsibilities will include: welcoming clients, washing hair, bringing coffee or tea to customers and keeping salon clean and tidy at all times.</p> <p>No previous experience is necessary. Please apply NOW!</p> <p>pbnbeauty@cut.phetchabun.com</p>	<p>SUPPORT WORKERS</p> <p>Do you have ability to care for others? Can you understand how older people feel? Are you a good communicator? Do you have good listening skills? Can you work weekends?</p> <p>If you have answered YES to the above, we would like you to hear from you:</p> <ul style="list-style-type: none"> - Starting rate of 450 baht per day - Free uniform - Excellent training <p>Golden Care careers@golden-care.com</p>

5. Prang is studying English and has her own blog. She is a very sociable person, and is interested in music and fashion.

- | | |
|-------------------------|--------------------------|
| a. WOW MAGAZINE writer | b. PBNCT coffee's worker |
| c. Trainee hair dresser | d. Support worker |

6. Manee has just finished school and is looking for a full-time job. She is sociable, likes working with her hands and cares about her appearance.

- a. WOW MAGAZINE writer
b. PBNCT coffee's worker
c. Trainee hair dresser
d. Support worker

7. Anan enjoys helping people. He wants to make a difference to other people's lives. He is looking for opportunities to learn new things that will help him in his career.

- a. WOW MAGAZINE writer
b. PBNCT coffee's worker
c. Trainee hairdresser
d. Support worker

8. Sam is friendly and sociable. He has experience working in a restaurant and wants a job with more responsibility. He is studying part-time so he needs flexible working hours.

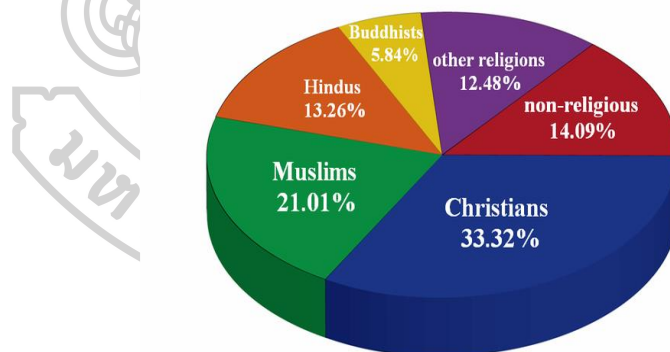
- a. WOW MAGAZINE writer
b. PBNCT coffee's worker
c. Trainee hair dresser
d. Support worker

9. Which job requires you to work with elderly people?

- a. WOW MAGAZINE writer
b. PBNCT coffee's worker
c. Trainee hair dresser
d. Support worker

Instructions: Read the graphs and charts. Then choose the best answer. (Items 10-13)

World Religions by percentage



Source: <https://commons.wikimedia.org/wiki/File:World-religions.PNG>

10. According to the pie chart, which religion has the highest percentage?

- a. Christians b. Muslims c. Hindus d. Buddhists

11. According to the pie chart, how many percent do Hindus have?

- a. 33.32% b. 21.01% c. 13.26% d. 5.84%

12. According to the pie chart, which religion has the lowest percentage?
 a. other religions b. non-religions c. Buddhists d. Hindus
13. People believe in more than Hindus but less than Christians.
 a. Muslims b. Buddhists c. other religions d. non-religions

Instructions: Read the line graph and choose the best answer. (Items 14-16)

The Average water temperature in Ko Samui, Thailand

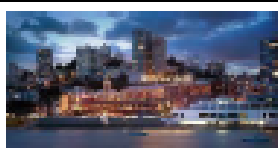


Source: <https://weather-and-climate.com/average-monthly-Rainfall-Temperature-Sunshine-fahrenheit,ban-bang-po-th,Thailand>

14. The water temperature in is the highest of the year.
 a. February b. April c. June d. August
15. The water temperature in is the lowest of the year.
 a. January b. February c. March d. April
16. The water temperature in April is degrees higher than the water temperature in August.
 a. 1 b. 2 c. 3 d. 4

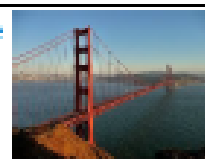
Directions: Match the person to the destination they will enjoy most. (Items 17-25)

San Francisco



Fisherman's Wharf is a historic marketplace on the seafront with trendy restaurant, shops and street performers. Visit Ghirardelli Square, home to the amazing Ghirardelli Ice cream and chocolate shop, and Pier 39, a lively marketplace with shops, restaurant and music. From here you can take a cruise round the Bay.

Golden Gate Bridge



Connecting San Francisco and Marin County, this is the largest suspension bridge in the world and one of the most famous Californian landmarks. As you cross the 4,200-ft bridge below the famous orange towers, you will enjoy awesome views of the entire Bay Area.

Hollywood



You can stand in the footprints of Johnny Depp at Grauman's Chinese Theater and then meet his strangely accurate wax model, along with Hugh Jackman, Lance Armstrong, Brad and Angelina, all at Madame Tussauds Hollywood. Discover how films are made at the working movie studio, where there are also exciting park rides and shows.

Santa Cruz



Go to the Santa Cruz Surfing Museum, which is in a lighthouse, and see classic boards including one eaten by a shark – the surfer survived! Next stop, the Santa Cruz Beach Boardwalk for a ride on the Giant Dipper rollercoaster.

17. "I'd love to have my photo taken with all my favorite film stars!"

- a. San Francisco
- b. Golden Gate Bridge
- c. Hollywood
- d. Santa Cruz

18. "I really want to go on some exciting rides. I've just taken up surfing too so I'd like to learn more about that."

- a. San Francisco
- b. Golden Gate Bridge
- c. Hollywood
- d. Santa Cruz

19. "When I'm on holiday, two things are most important for me: great shopping and great food."
- a. San Francisco
c. Hollywood
- b. Golden Gate Bridge
d. Santa Cruz
20. "I'm a keen photographer so I want to go to the place with the best views."
- a. San Francisco
c. Hollywood
- b. Golden Gate Bridge
d. Santa Cruz

Instructions: Read the travel guide above and write true (T) or false (F) in the blanks.

(Items 21-25)

21. Fisherman's Wharf, Ghirardelli Square and Pier 39 are all in San Francisco. T
22. The Golden Gate Bridge is the shortest suspension bridge in the world. F
23. You can see a surfboard damaged in a shark attack in the museum in Santa Cruz. F
24. You can meet real film stars at Madame Tussauds in Hollywood. T
25. Surfing is a popular activity on San Francisco. F

Instructions: Read the advertisement and write true (T) or false (F) in the blanks.

(Items 21-25)

<p>Jet A Co., Ltd., a subsidiary of Double A (1881) group, would like to invite high caliber, young and energetic persons to join our dynamic corporate JET team in the following position:</p>
<p>FLIGHT ATTENDANT (Private JET)</p>
<p>Qualifications:</p> <ul style="list-style-type: none"> ☛ Female/Thai nationality ☛ Bachelor Degree in any field ☛ Age between 24-30 years ☛ Minimum height of 160 c.m. with proper height to weight ratio ☛ 2-4 years of experience in Flight Attendant with international airlines ☛ Proficiency in English with minimum TOEIC score of 700 ☛ Pleasant personality, optimistic, service minded and fit to fly
<p>If you meet the above criteria, please send your resume with full-length and passport size photo to our recruitment team at</p>
<p>recruitment@doublea-jet.com</p>

26. The Jet A Company Limited wants to have new people to work as flight attendants. _____
27. Flight attendants should be woman. _____
28. Flight attendants should have a degree in English only. _____
29. Flight attendants do not need to have the skills of English. _____
30. Apply by sending an e-mail. _____

Answer key

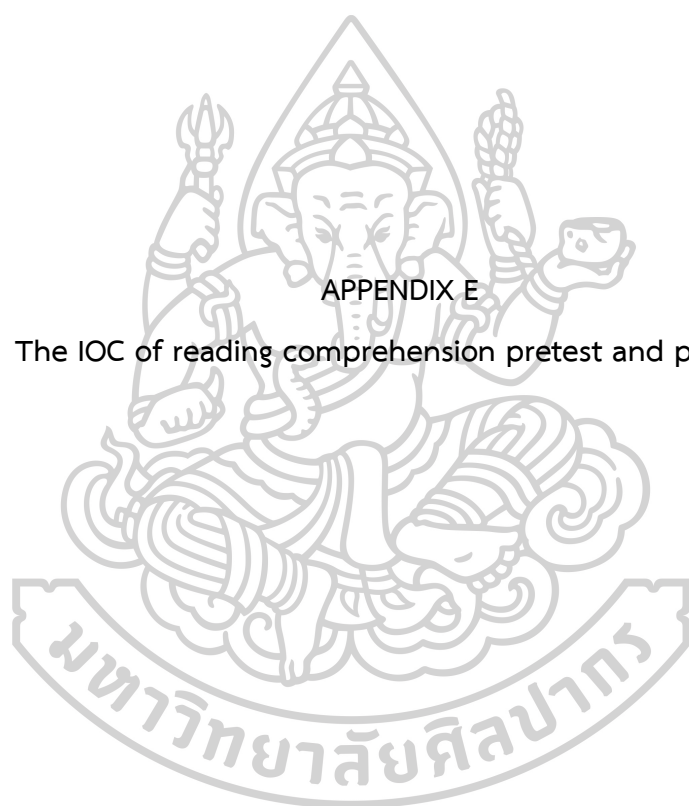
Reading comprehension (Pretest and Posttest)

Part 1: Multiple choices

- | | |
|-------|-------|
| 1. c | 11. b |
| 2. d | 12. c |
| 3. c | 13. a |
| 4. d | 14. b |
| 5. a | 15. a |
| 6. c | 16. a |
| 7. d | 17. c |
| 8. b | 18. d |
| 9. d | 19. a |
| 10. a | 20. B |

Part 2: True/False

- | | |
|-------|-------|
| 21. T | 26. T |
| 22. F | 27. T |
| 23. F | 28. F |
| 24. T | 29. F |
| 25. F | 30. T |



APPENDIX E

The IOC of reading comprehension pretest and posttest

The Item-Objective Congruence Index of the pretest and the posttest

Item	Experts			Total	Meaning
	1	2	3		
1	1	1	1	1	Acceptable
2	1	1	0	0.67	Acceptable
3	1	1	1	1	Acceptable
4	0	1	1	0.67	Acceptable
5	1	1	1	1	Acceptable
6	1	1	1	1	Acceptable
7	1	1	1	1	Acceptable
8	1	1	1	1	Acceptable
9	1	1	1	1	Acceptable
10	1	1	1	1	Acceptable
11	1	1	1	1	Acceptable
12	1	1	1	1	Acceptable
13	1	1	1	1	Acceptable
14	1	1	1	1	Acceptable
15	1	1	1	1	Acceptable
16	1	1	1	1	Acceptable
17	1	1	1	1	Acceptable
18	1	1	1	1	Acceptable
19	1	1	1	1	Acceptable
20	1	1	0	0.67	Acceptable
21	1	1	1	1	Acceptable
22	1	1	1	1	Acceptable
23	1	1	1	1	Acceptable
24	1	1	1	1	Acceptable
25	1	1	1	1	Acceptable
26	1	1	1	1	Acceptable
27	1	1	1	1	Acceptable
28	1	1	1	1	Acceptable
29	1	1	1	1	Acceptable
30	1	1	1	1	Acceptable



Table 13 The reliability of the reading comprehension test**Reliability****Case Processing Summary**

		N	%
Cases	Valid	23	100.0
	Excluded ^a	0	.0
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.854	.854	30



Table 14 The difficulty (p) of English reading comprehension test

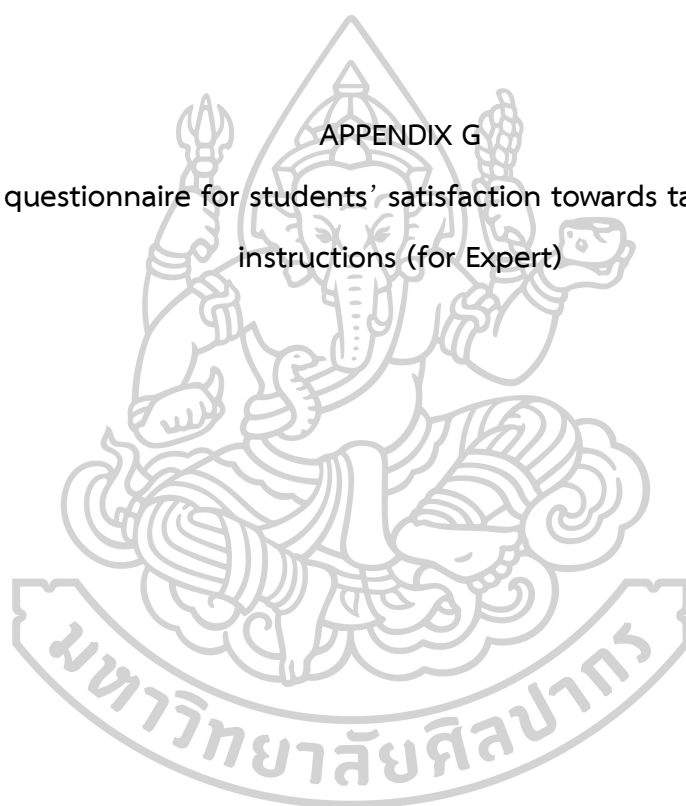
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	23	.00	1.00	.6522	.48698
VAR00002	23	.00	1.00	.5217	.51075
VAR00003	23	.00	1.00	.6087	.49901
VAR00004	23	.00	1.00	.5652	.50687
VAR00005	23	.00	1.00	.6522	.48698
VAR00006	23	.00	1.00	.6522	.48698
VAR00007	23	.00	1.00	.5652	.50687
VAR00008	23	.00	1.00	.6522	.48698
VAR00009	23	.00	1.00	.5217	.51075
VAR00010	23	.00	1.00	.6522	.48698
VAR00011	23	.00	1.00	.5217	.51075
VAR00012	23	.00	1.00	.6087	.49901
VAR00013	23	.00	1.00	.6522	.48698
VAR00014	23	.00	1.00	.6522	.48698
VAR00015	23	.00	1.00	.6087	.49901
VAR00016	23	.00	1.00	.6522	.48698
VAR00017	23	.00	1.00	.5652	.50687
VAR00018	23	.00	1.00	.5652	.50687
VAR00019	23	.00	1.00	.5652	.50687
VAR00020	23	.00	1.00	.4783	.51075
VAR00021	23	.00	1.00	.6522	.48698
VAR00022	23	.00	1.00	.6087	.49901
VAR00023	23	.00	1.00	.6087	.49901
VAR00024	23	.00	1.00	.5652	.50687
VAR00025	23	.00	1.00	.6522	.48698
VAR00026	23	.00	1.00	.6522	.48698
VAR00027	23	.00	1.00	.4783	.51075
VAR00028	23	.00	1.00	.6522	.48698
VAR00029	23	.00	1.00	.6087	.49901
VAR00030	23	.00	1.00	.5652	.50687
Valid N (listwise)	23				

Table 15 The item analysis of the English reading comprehension test

Item	Difficulty index	Discrimination index
1	0.65	0.44
2	0.52	0.29
3	0.61	0.35
4	0.57	0.37
5	0.65	0.44
6	0.57	0.39
7	0.56	0.34
8	0.65	0.44
9	0.52	0.35
10	0.65	0.42
11	0.52	0.28
12	0.61	0.29
13	0.65	0.30
14	0.65	0.41
15	0.61	0.29
16	0.65	0.62
17	0.57	0.44
18	0.57	0.28
19	0.57	0.49
20	0.48	0.22
21	0.65	0.48
22	0.61	0.35
23	0.61	0.35
24	0.56	0.44
25	0.65	0.41
26	0.65	0.41
27	0.48	0.33
28	0.65	0.42
29	0.61	0.20
30	0.57	0.41

APPENDIX G

A survey questionnaire for students' satisfaction towards task-based reading instructions (for Expert)



A survey questionnaire for students' satisfaction towards task-based reading instructions of vocational certificate students. (For expert)

Instructions: Use the following criteria to evaluate the questionnaire items, and mark ✓ on the item that is applicable to you.

1 = clearly measuring

0 = degree to which it measures the content area is unclear

-1 = clearly not measuring

Note: Please provide a comment if the item is not clearly measuring (-1).

Part 1: Students' satisfaction towards task-based reading instructions.

Instruction: Please put a tick (✓) in the box below which most describes your attitudes towards play-based reading activities.

The criteria are

4

means

Strongly agree

3

means

Agree

2

means

Disagree

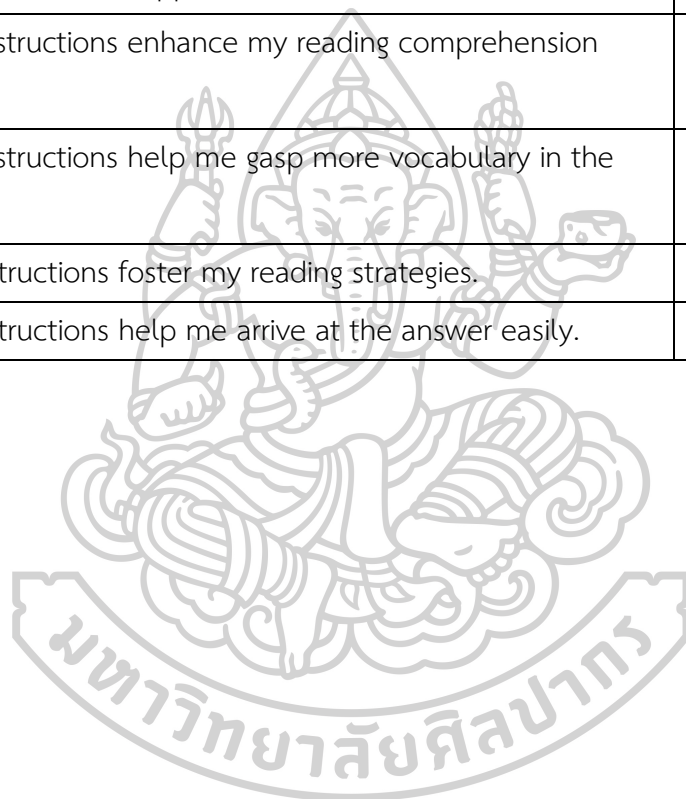
1

means

Strongly disagree

Statement	1	0	-1	Comment
Satisfaction towards reading contents.				
1. The terminology used in the lessons are fascinating.				
2. The contents are not difficult to understand.				
3. The contents used in the steps of doing tasks challenge me to complete the tasks.				
4. The contents used in the lessons promote my reading comprehension.				
5. The topics arouse my needs and my interests.				
Satisfaction towards task-based reading activities				
1. Task-based reading activities encourage me to read.				
2. Task-based reading activities are enjoyable.				
3. Task-based reading activities promote the collaboration when doing the				

Statement	1	0	-1	Comment
task in pairs or groups.				
4. Task-based reading activities encourage me to learn more about current situations.				
5. Task-based reading activities help me perform the tasks comfortably.				
Satisfaction towards task-based reading instructions on reading comprehension.				
1. Task-based reading instructions support me to understand the contents.				
2. Task-based reading instructions enhance my reading comprehension abilities.				
3. Task-based reading instructions help me grasp more vocabulary in the passage.				
4. Task-based reading instructions foster my reading strategies.				
5. Task-based reading instructions help me arrive at the answer easily.				



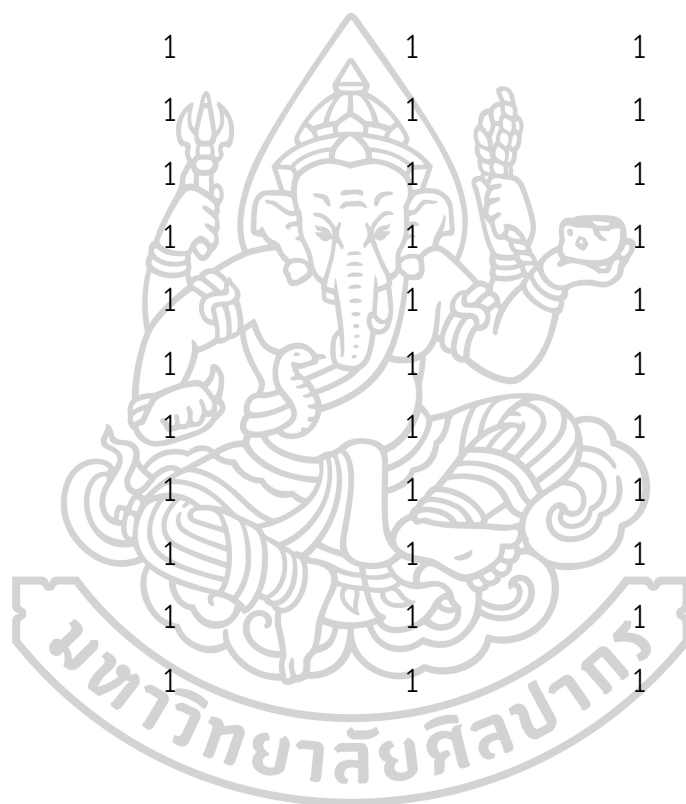


APPENDIX H

The Item-Objective Congruence Index of the Questionnaire

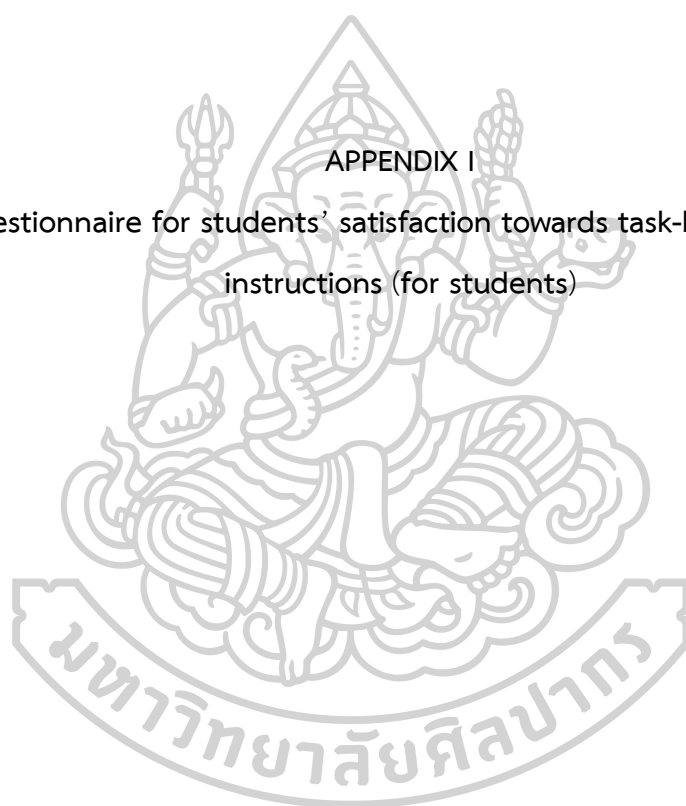
The Item-Objective Congruence Index of the Questionnaire

Item	Experts			Meaning
	1	2	3	
1	1	1	1	Acceptable
2	1	1	1	Acceptable
3	1	1	1	Acceptable
4	1	1	1	Acceptable
5	1	1	1	Acceptable
6	1	1	1	Acceptable
7	1	1	1	Acceptable
8	1	1	1	Acceptable
9	1	1	1	Acceptable
10	1	1	1	Acceptable
11	1	1	1	Acceptable
12	1	1	1	Acceptable
13	1	1	1	Acceptable
14	1	1	1	Acceptable
15	1	1	1	Acceptable



APPENDIX I

A questionnaire for students' satisfaction towards task-based reading
instructions (for students)



A survey questionnaire for students' satisfaction towards task-based reading instructions of vocational certificate students. (For students)

Instructions: Answer the following questions regarding your satisfaction towards task-based reading instructions on your reading practices. Please give your answers as only this will guarantee the success of the investigation.

The questionnaire consists of 2 parts:

1. Students' satisfaction towards task-based reading instructions
2. Opened-ended questions which ask students to answer the advantages, the problems and any suggestions about implementing task-based reading instructions.

Part 1: students' satisfaction towards task-based reading instructions

Instruction: Please put a tick (✓) in the box below which most describes your satisfaction towards task-based reading instructions.

The criteria are

4 means

Strongly agree

3 means

Agree

2 means

Disagree

1 means

Strongly disagree

Statement	5	4	3	2	1
Satisfaction towards reading contents.					
1. The terminology used in the lessons are fascinating.					
2. The contents are not difficult to understand.					
3. The contents used in the steps of doing tasks challenge me to complete the tasks.					
4. The contents used in the lessons promote my reading comprehension.					
5. The topics arouse my needs and my interests.					

Statement	5	4	3	2	1
Satisfaction towards task-based reading activities					
1. Task-based reading activities encourage me to read.					
2. Task-based reading activities are enjoyable.					
3. Task-based reading activities promote the collaboration when doing the task in pairs or groups.					
4. Task-based reading activities encourage me to learn more about current situations.					
5. Task-based reading activities help me perform the tasks comfortably.					
Satisfaction towards task-based reading instructions on reading comprehension.					
1. Task-based reading instructions support me to understand the contents.					
2. Task-based reading instructions enhance my reading comprehension abilities.					
3. Task-based reading instructions help me grasp more vocabulary in the passage.					
4. Task-based reading instructions foster my reading strategies.					
5. Task-based reading instructions help me arrive at the answer easily.					

Part 2: Please answer the questions.

1. What are the advantages of using task-based reading instructions to enhance reading comprehension?

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2. What are the disadvantages of using task-based reading instructions to enhance reading comprehension?

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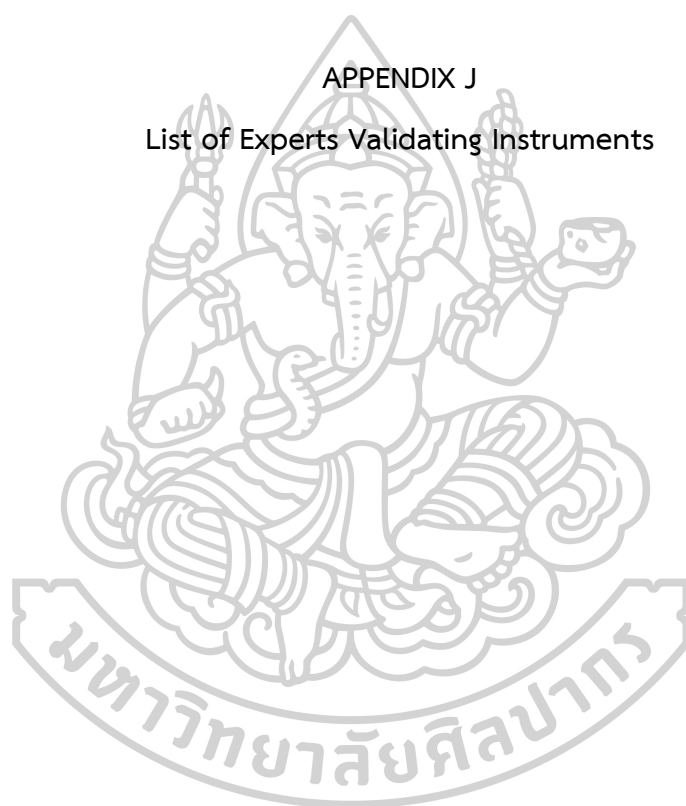
3. Are there any opinions and suggestions about implementing task-based reading instructions?

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— End of Questionnaire —

Thank you for your precious time to complete this survey. I truly appreciate the value of information you have provided. Your responses will contribute to my analysis of the texts and suggest new lines of approach. All information will be treated as strictly confidential.

APPENDIX J
List of Experts Validating Instruments



List of Experts Validating Instruments

1. Asst. Prof. Dr. Anothai Ponyeam Pachsang.
English Program of Faculty of Education, Phetchabun Rajabhat University.
2. Miss Thidarat Chetupon
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3. Mr. Mark Neil Aragon
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