



**THE USE OF VISUAL IMAGINARY STRATEGY TO ENHANCE
ENGLISH READING COMPREHENSION SKILLS OF
GRADE FOUR BHUTANESE STUDENTS**

**BY
LHADON**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION
SURYADHEP TEACHERS COLLEGE**

**GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2019**

Thesis entitled

**THE USE OF VISUAL IMAGINARY STRATEGY TO ENHANCE
ENGLISH READING COMPREHENSION SKILLS OF
GRADE FOUR BHUTANESE STUDENTS**

by
LHADON

was submitted in partial fulfillment of the requirements
for the degree of Master of Education in Curriculum and Instruction

Rangsit University
Academic Year 2019

Assoc.Prof. Sumalee Chanchalor, Ed.D.
Examination Committee Chairperson

Nipaporn Chalermnirundorn, Ed.D.
Member

Asst.Prof. Anchalee Chayanuvat, Ed.D.

Member and Advisor

Approved by Graduate School

(Asst.Prof.Plt.Off.Vanee Sooksatra, D.Eng.)

Dean of Graduate School

January 10, 2020

ACKNOWLEDGEMENTS

I am extremely grateful and offer deepest appreciation to my thesis advisor, Assistant Professor Dr. Anchalee Chayanuvat who has been a source of inspiration and encouragement. Her consistent support, guidance and motivating advice had immensely helped me to work persistently for the successful completion of my thesis. I would also like to thank the thesis Examination Committee Chairperson Associate Professor Dr. Sumalee Chanchalor and committee member Dr. Nipaporn Chalermnirundorn for their constructive feedback and comments. Your comments and feedback helped me to shape my thesis in this presentable form. The credit also goes to the experts from Rangsit University Dr. Pramook Chusorn, Mrs. Sonam Dema of Trashy Yangtse Lower Secondary School and Mrs. Karma Dema of Tencholing Primary School, for validating my research instruments, which helped me to collect the relevant and authentic data. Moreover, it would be impossible for me in collecting data without the willingness and support from the principal, the subject teacher and students. Therefore, I would like to express my immense gratitude for them.

I would also like to genuinely extend my sincere appreciation and heartfelt gratitude to the Royal Civil Service Commission of Bhutan and Thailand International Cooperation Agency for awarding this scholarship, which indeed provided me with opportunities to learn and explored unique culture and traditions along with broadening my academic as well as intellectual enhancement. Finally, I would like to thank the most important people in my life, my mother, my husband and sons for their unconditional love and support. I could move on just because of your wishes and prayers. Thank you friends for standing by my side, encouraging and supporting each other.

Lhadon
Researcher

6105777 : Lhadon
 Thesis Title : The Use of Visual Imaginary Strategy to Enhance English Reading Comprehension skills of Grade Four Bhutanese Students
 Program : Master of Education in Curriculum and Instruction
 Thesis Advisor : Asst. Prof. Anchalee Chayanuvat, Ed.D.

Abstract

This study aimed at investigating the effectiveness of Visual Imaginary Strategy on students' learning achievement and satisfaction of 25 Grade Four Bhutanese students in English reading comprehension skills. A mixed methods approach was employed. The sample group was selected by the cluster random sampling technique. The study was carried out in the second semester of 2019 for a period of one month.

The quantitative data gathered from the achievement tests were analyzed using the paired sample t- test. The score analysis of learning achievement test showed that the mean of the posttest scores ($\bar{x} = 19.26$) was higher than that of the pretest ($\bar{x} = 11.30$) with the mean difference of 7.96. The significance value for the sample group was 0.01. Similarly, the responses to the satisfaction survey questionnaire were analyzed using the descriptive statistical analysis. The satisfaction survey questionnaire responses were grouped into 4 themes; Fun and Ease, Active Engagement, Creativity Development and Better comprehension. All the four group aspects were rated "Strongly agree" on the 5-point Likert Scale, which indicated that the students were highly satisfied with the use of Visual Imaginary Strategy. The qualitative data gathered through learning behavior observations revealed that the students enthusiastically participated in the activities with confidence and impressive work. Hence, the use of Visual Imaginary Strategy is recommended to teach English reading comprehension skills in young students.

(Total 132 pages)

Keywords: Reading Comprehension Skills, Visual Imaginary Strategy, Learning Achievement, Learning Satisfaction

Student's Signature..... Thesis Advisor Signature.....

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
ABSTRACTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
ABBREVIATIONS	viii
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Objectives	5
1.3 Research Questions	5
1.4 Research Hypotheses	6
1.5 Scope of the Study	6
1.6 Limitations of the Study	9
1.7 Operational Definitions	9
1.8 Significance of the Study	10
CHAPTER 2 LITERATURE REVIEW	11
2.1 Development of the English Curriculum in Bhutan	11
2.2 Reading and Literature Strand for Grade Four	12
2.3 Reading Comprehension	13
2.4 Strategies for Reading Comprehension	16
2.5 Visual Imaginary Strategy	17
2.6 Advantages of Visual Imaginary Strategy	22
2.7 Related Reading Theories	24
2.8 Related Research	27

TABLE OF CONTENTS (CONT.)

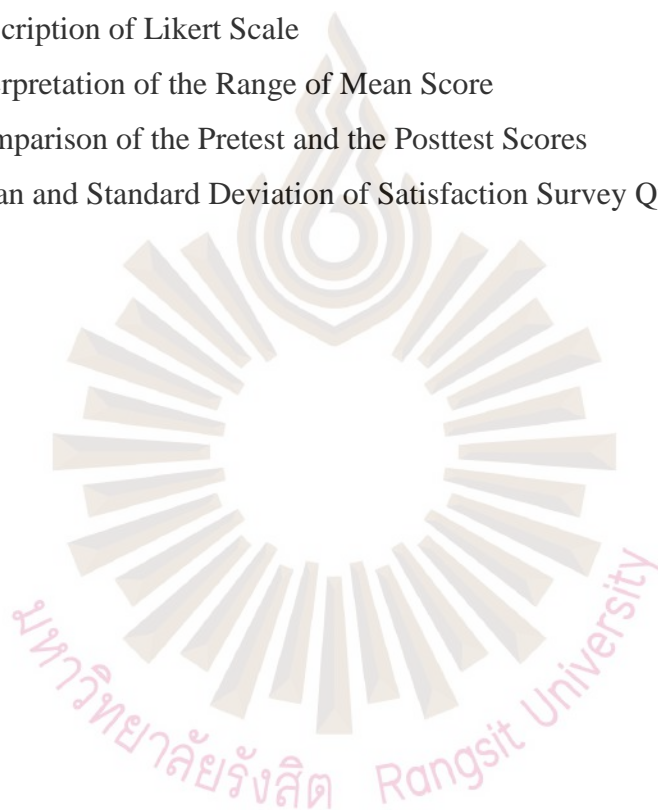
		Page
CHAPTER 3	RESEARCH METHODOLOGY	30
	3.1 Research Design	30
	3.2 Population and Sample	31
	3.3 Research Instruments	32
	3.4 Validity	37
	3.5 Reliability	38
	3.6 Data Analysis	40
	3.7 Ethical Consideration	41
CHAPTER 4	RESULT AND DATA ANALYSIS	42
	4.1 Data Analysis of Learning Achievement Test Scores	42
	4.2 Data Analysis of Learning Satisfaction	44
CHAPTER 5	CONCLUSION, DISCUSSION, AND RECOMMENDATION	51
	5.1 Conclusion	51
	5.2 Discussion	54
	5.3 Recommendations	59
	REFERENCES	61
	APPENDICES	74
	Appendix A Letters of Approval	75
	Appendix B Content of the Study	78
	Appendix C Learning Achievement Test	83
	Appendix D IOC of the Learning Achievement Test	89
	Appendix E Drawing Assesement Rubric	91
	Appendix F IOC of Drawing Assesement Rubric	93

TABLE OF CONTENTS (CONT.)

		Page
Appendix G	Students' Learning Behaviour Observations	95
Appendix H	IOC of Students' Learning Behavior Observations	98
Appendix I	Satisfaction Survey Questionnaire	101
Appendix J	IOC of Satisfaction Survey Questionnaire	104
Appendix K	Lesson Plans	106
Appendix L	IOC of Lesson Plans	115
Appendix M	Visual Imagination Activities	117
Appendix N	Extracts from Students' Learning Behaviour Observations	120
Appendix O	Instrument Validators	122
Appendix P	Reliability Test for Satisfaction Survey	124
Appendix Q	Reliability Test for Learning Achievement Test	126
Appendix R	Parents' Consent Letter	128
Appendix S	Individual Students' Raw Scores of Achievement Tests	130
BIOGRAPHY		132

LIST OF TABLES

	Page
Tables	
1.1 Overview of Lesson Plans and Activities	7
1.2 Timeline	8
3.1 Drawing Assessment Rubric	34
3.2 Description of Likert Scale	35
3.3 Interpretation of the Range of Mean Score	36
4.1 Comparison of the Pretest and the Posttest Scores	43
4.2 Mean and Standard Deviation of Satisfaction Survey Questionnaire	45



LIST OF FIGURES

	Page
Figures	
1.1 Independent and Dependent Variables	8
2.1 Sample of Multiple Sensory Action Model	18
2.2 Sample of Visualizing the Character	20
2.3 Sample of Visualizing a Scene	21
3.1 Illustration of Research Design	31
3.2 Description of Internal Consistency using Cronbach's Alpha	39
4.1 Comparison of Mean Scores between the Pretest and the Posttest	43
4.2 Graphical Representation of Level of Satisfaction in each item	44



ABBREVIATIONS

Abbreviations	Meaning
BCSEA	Bhutan Council for School Examinations and Assessment
REC	Royal Educational Council
CAPSD	Curriculum and Professional Support Division
MoE	Ministry of Education
IOC	Item Objective Congruence
CDEO	Chief District Education Officer
NAPE	New Approach to Primary Education
PISA-D	Programme for International Student Assessment Development
OECD	Organization for Economic Co-operation and Development
CBAT	Competency Based Assessment Test



CHAPTER 1

INTRODUCTION

This chapter presents the rationale of the study, research objectives, research questions and hypotheses, followed by the scope, limitations and significance of the study. It also contains the operational definitions of the high frequency key words included in this study.

1.1 BACKGROUND OF THE STUDY

Reading is considered one of the most important components of any language and it is an essential tool for lifelong learning (Syahfutra, 2017, p. 133). It is an age abundant with lots of information from various digital sources and reading is the only way to keep us informed about the most current information. Reading opens the wide range of opportunities to develop intellectual skills, expand one's perspectives, and to grow academically, emotionally and socially (Al-Mahrooqi & Denman, 2018, p. 150). Moreover, it enriches one's knowledge bank and enables him or her to understand the world and everything in it in new perspectives. Van Woudenberg (2018, p. 15) argues that reading is not just seeing words or attending to testimony but reading is a source of knowledge. Thus, reading is exploration and an exploration always starts from reading. Through reading, people get to explore various perspectives, enhance a wider range of vocabularies, and learn about different grammatical forms and their correct usage.

Reading involves the process of absorbing the information and interpreting in a way it means. According to Betaubun (2016, p.39), a reader is expected to understand the essential ideas conveyed by the writer through any reading materials. Bulut (2017, p.23) defines reading as a process of thinking and making meanings in three different stages; pre-reading, while reading and after reading. Though learning to read well is a long term developmental process, effective reading takes place only when the readers

can grasp content of reading materials and understand their implication and significance, respond to them and assimilate them (Al-Ghazo,2015; Asiri & Momani, 2017). Further, Bulut (2017, p.23) and Duke and Pearson, (2009, p.107) mention that characteristics of a good reader is an essence of reading comprehension process. Good readers are those who predict and infer, ask questions, make connection, determine the importance, synthesize and visualize textual content.

Reading competency and the ability to comprehend the text written in a foreign language are important skills and they play a very important role in language learning classes (Chvalova & Stranovska, 2019, p. 87). These skills enable a student to become a knowledge expert from not only his or her field of study but also form a strong basis and create capabilities for future professionalism. Further, AL-Ghazo (2015, p.93) claims that reading skills determine performances in other subjects such as science and humanities at the primary stage and academic achievement in later stages. Moreover, acquiring basic reading comprehension skills have become very important and indispensable for every student to be acquainted with, when we live in the era where quality of education is most talked about based on the learner's aptitude and academic performances especially in the English subject. Duff, Tomblin, and Catts (2015, pp. 861-862) found out that the proficient readers could learn more vocabulary than the average and weak readers. Therefore, they concluded that reading is an important process of vocabulary acquisition too.

Realizing the importance of reading and literature, the Ministry of Education in Bhutan started to emphasize and give more attention to reading and mission of reading began soon after His Majesty the King Jigme Khesar Namgyal Wangchuck launched the National Reading Year in December 2015 to commemorate the 60th birth anniversary of the Fourth King, Jigme Singye Wangchuck. Following the launch and owing to its importance, every school in Bhutan observes the year 2015 as the National Reading Year. Schools maintain a reading logbook to record the numbers of books each student reads in a month. Students are expected to read at least one book a month apart from their academic texts (Pokherl, 2015). From there on, reading has become one of the most important literary functions carried out in all schools in Bhutan. Literary

activities like reading competitions, book reviews, debates, quizzes and role-plays have become the annual and mandatory functions in all schools of Bhutan. All the literary functions pertaining to readings are aimed at providing more opportunities to enhance their reading abilities.

However, unlike many other developed countries, Bhutan follows the prescribed curriculum system. Bhutanese students are introduced to reading and literature as one of the four modes of discourse in Grade Four. The Grade Four students should be able to differentiate between the types of book including fiction and non-fiction. They also began to use decoding strategies to understand the meanings of unfamiliar words. Besides that, they are also expected to exhibit the understanding of main ideas, key components and sequence in the text and to find the evidence. In addition, students are able to make a comment on settings, characters, dialogue, and events in the stories (Mitchell, 2011, p.58). Therefore, Grade Four students begin their academic journeys with the introduction of four modes of discourses like reading and literature, writing, listening, speaking and grammar. Students are made aware of types of genres and their significance. Besides that, maintaining reading journals by students have become mandatory for their learning achievement and assessment purposes. Through reading, students are expected to learn how to read independently, reflectively and interactively in order to gain knowledge, retrieve information, reflect on content and to interpret the meaning (Royal Education Council [REC], 2015).

Furthermore, stepping into Grade Four is a big shift from lower primary to upper primary for Bhutanese students. It is like taking a big step for Grade Four students. In addition, the achievement level of students decline as they move from lower primary to upper primary level. As per the Bhutan Council for School Examinations and Assessment (BCSEA, 2019), PISA-D national report found out that students' achievements were in line with top countries but significantly below the OECD average with the mean of 45.34 in reading literacy, which is comparatively low. It was found that because poor reading literacy hampered the students' performance in other subjects such as science and mathematics. Rinzin (2019) reported what the educationists say

about most students reading without understanding the contextual meaning of the text and one of the main reasons for this was due to poor reading habit in students.

Likewise, at the school level annual performance report (2018) which also aligns with Bhutan Council for School Examination Assessment, the Grade Three students obtained 75.5% in English, whereas the Grade Four could obtain only 66.6% (School Exam Committee, 2018). It indicated that the performance level in English declines as they get into Grade Four. The low performance in English is due to students' inability to write quality answers resulting from a lack of reading comprehension level in students (Lhamu, 2016). Subsequently, learning English as a second language with an addition of two more subjects, science and social studies is a hindrance for acquiring reading comprehension skills (Wangmo, 2018). Therefore, findings from Bhutan PISA-D National Report (2019) recommended that all schools should inculcate the reading culture; parents should take an equal responsibility of motivating their children at home by reading books and discussing about political and social issues to enhance critical thinking (Rinzin, 2019).

Therefore, as the students battle to write right answers in the examinations and face the challenges of low academic test scores, the researcher's intention was to find out how Visual Imaginary Strategy would enhance the Grade Four Bhutanese students' reading comprehension skills. Moreover, the focus was especially on Grade Four students after considering that they are in a big shift from lower primary to upper primary level. They need a strong foundation for upper primary level so that it can enhance their reading comprehension abilities in written examinations. Further, the study intended to look into learning satisfaction when Visual Imagery Strategy was employed as an alternative means to enhance the reading comprehension skills.

Reading with visualization is one of the methods to enhance the reading comprehension skills in students. According to Thompson, Hsiao, and Kosslyn (2011), visual imagination is all about the creating and interpreting of visual mental images formed in the minds of the readers. Visual imagery is necessary for reading comprehension especially for the one who learns English as second language because

creating images in his or her mind during the reading process have far better comprehension and recall than those who do not (Fatemipour & Hashemi, 2016. p. 686). The use of Visual Imaginary Strategy is to imagine and form pictures in the reader's mind using the five sensory content like sight, sound, smell, touch, and taste. Atoum and Reziq (2018, p.8) claim that use of Visual Imaginary Strategy has a positive relationship between gaining new skills and understanding and recognizing symbols in different areas such as visual, auditory olfactory, kinesthetic and many more. Visualization and creating mental images will not only enhance reading comprehension skills but also develop creativity in students.

Therefore, the positive findings from the previous studies conducted in different countries with different Grade levels intrigued the researcher to initiate this study. Moreover, this study aimed to explore the effectiveness of Visual Imaginary Strategy in teaching English reading comprehension skills of Grade Four Bhutanese students.

1.2 RESEARCH OBJECTIVES

1.2.1 To compare Grade Four Bhutanese students' learning achievement in English reading comprehension skills before and after using the Visual Imaginary Strategy

1.2.2 To study the learning satisfaction of Grade Four students on using the Visual Imaginary Strategy in English reading comprehension skills

1.3 RESEARCH QUESTIONS

1.3.1 Would Visual Imaginary Strategy enhance Grade Four students' reading comprehension skills?

1.3.2. Were students satisfied with the use of Visual Imaginary Strategy in their reading classes?

1.4 RESEARCH HYPOTHESES

1.4.1 There would be an improvement in Grade Four students' reading comprehension skills after using Visual Imaginary Strategy.

1.4.2. There would be the learning satisfaction in Grade Four students in using Visual Imaginary Strategy in their reading classes.

1.5 SCOPE OF THE STUDY

1.5.1 Location of the Study

The study was carried out in one of the schools in the Eastern part of Bhutan. The research school is located in the rural area, which is approximately five to ten minutes' drive from the main town. The school was established in the year 1961 and currently the school has 636 students and 32 teachers.

1.5.2 Population and Sample

The population comprised 78 Grade Four students in one of the Lower Secondary schools in eastern Bhutan. Since the research school had three sections of Grade Four students, the researcher adopted a cluster random sampling technique to select one section of (25 students) out of three sections. The sample group comprised mixed ability students with an age ranging from 10 to 13 years. To avoid bias, the researcher requested the Head of the English Department to pick a lot from a container on which three sections (A, B and C) were written. Section B became the sample group for this study.

1.5.3 Content of the Study

Four lesson plans were designed to administer Visual Imaginary Strategy to the sample group. The sample group was taught one of the stories from the textbook

developed by the English Department of Bhutan (Appendix B). Table 1.1 shows the overview of the research content.

Table 1.1 Overview of lesson plans and activities

Lesson Plans	Activities	Time
Pretest		
Lesson Plan 1	Introduce and familiarize students with the use of Visual Imaginary Strategy. Discuss its importance and stepwise use of Visual Imaginary Strategy. Use the story “Friends to The Rescue” to model them.	Week 1
Lesson Plan 2	Introduction of a new story “The Serpent’s Bride” Teaching of new vocabularies from the story Reading a few paragraphs in the story and pause for discussion and sharing what they have imagined about the characters, setting and plot of the story. Activity: Using our senses (I see, I feel, I hear)	Week 2
Lesson Plan 3	Discuss and share what they have visualized in their respective groups. Activities: Story scene (Drawing of any particular scene) (Visualize, Draw, and Reflect)	Week 3
Lesson Plan 4	After the completion of the story, each student will draw pictures of what they have visualized and imagined in beginning, middle and at the end of the story that represent the whole story in a sheet of paper and share it to the rest of the friends in the class. Activity: Read, Visualize, Imagine , Draw and Explain	Week 4
	Posttest	

1.5.4 Dependent Variables and Independent Variable

This study consisted of two variables: independent and dependent variables. The independent variable was Visual Imaginary Strategy whereas students' learning achievement and learning satisfaction were dependent variables.

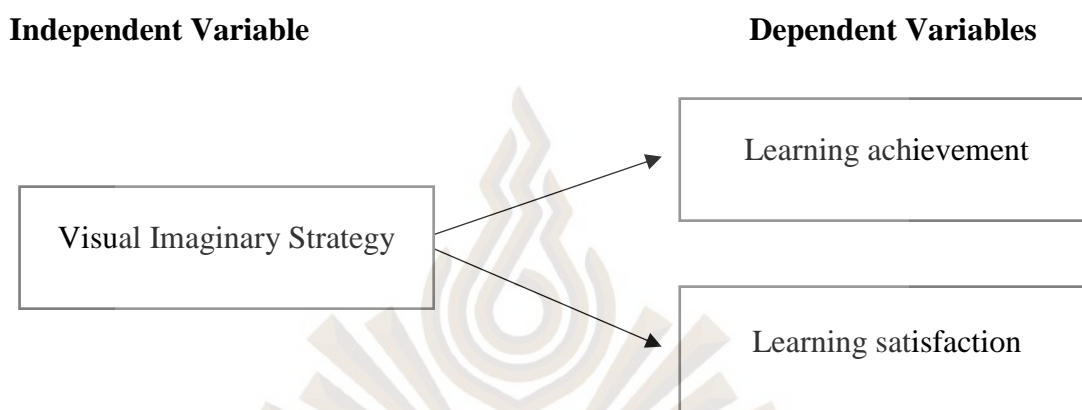


Figure 1.1 Independent and Dependent Variables

1.5.5 Timeline

The study was carried out for the duration of the month in August, the second term of the academic year 2019. The researcher conducted two classes per week to the sample group and each lesson was 40 minutes long. Table 1.2 below shows the details of the data collection process.

Table 1.2 Timeline

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct
Literature Review										
Research Proposal										
Data Collection										
Data Analysis										
Report Writing										
Defense										

1.6 LIMITATION OF THE STUDY

This study was limited to only Grade Four students, which represented a small portion of the whole, so the results and findings corresponding to this study would not be generalized to all Grade Four Bhutanese students.

1.7 OPERATIONAL DEFINITIONS

Reading comprehension skills refers to Grade Four Students' ability to understand the meaning of words and sentences in the story "The Serpent's Bride."

Visual Imaginary Strategy refers to creating of mental pictures through visualization and imagination about the characters, scenes and events in the story.

English refers to one of the compulsory subjects taught in Bhutan from pre-primary to Grade XII. English curriculum is based on four modes of discourse are adopted from Moffett's (1968) 'Teaching the Universe of Discourse'.

Learning achievement refers to the pretest and the posttest scores of research participants in English reading comprehension skills after employing Visual Imaginary Strategy as an interventional tool.

Learning satisfaction is a feeling of satisfaction covering enjoyment and lack of stress using Visual Imaginary Strategy to enhance the reading comprehension skills gathered through learning behavior observations and the satisfaction survey questionnaire.

Grade Four students refers to the Bhutanese students whom the research study focused on. The students were within the age range of 10-13 years old.

1.8 SIGNIFICANCE OF THE STUDY

1.8.1 The intervention of Visual Imaginary Strategy in this study will bring positive impact on students' reading comprehension skills and learning satisfaction. Hence, Visual Imaginary Strategy will be considered an alternative approach to enhance the Bhutanese students' reading comprehension skills.

1.8.2 The findings of the study can be used to motivate Bhutanese English teachers in cooperating Visual Imaginary Strategy to uplift the students' performance in reading comprehension abilities.

1.8.3 The positive evidence from this study might perhaps urge the educators and researchers to include Visual Imaginary Strategy all across the subjects.



CHAPTER 2

LITERATURE REVIEW

This chapter covers the development of English curriculum in Bhutan, objectives and standard of reading and literature for Grade Four students, an explanation on reading comprehension levels, guidelines and advantages of using Visual Imaginary Strategy as an important reading skill. It also contains the reading theories and a review on related research carried out in different countries over the years.

2.1 THE DEVELOPMENT OF ENGLISH CURRICULUM IN BHUTAN

Modern secular education system began in the year 1914 during the reign of the first king Ugyen Wangchuck (1907-1926). The first ever school was established in Haa district during the time of second king Jigme Wangchuck and later the schools were expanded to five in other parts of Bhutan. The subjects like English, arithmetic, Dzongkha and Hindi were taught but later the medium of instruction was changed from Hindi to English in 1962 (Dorji, 2005, p.11). In early 1960s, the choice of English as a medium of instruction was the indication of Bhutan's assurance for an integration with the outside world. Moreover, the introduction of English as medium of instruction in Bhutanese education system became the predominant language at all levels (Thinley & Maxwell, 2013). However, learning through memorization was prevailing in those days.

From late 1980s, the Education Department stressed the need to Bhutanize the curriculum focusing on availability of local environment of the school, district, and country as a source of learning (Bray, 1996). The change in curriculum brought New Approach to Primary Education [NAPE] into existence in the early 1984. According to Jamtsho and Drukpa (as cited in Yezer, 2016), the main purpose of NAPE was to emphasize activity-based learning. There was a shift from teacher centered teaching to

student centered learning. However, the NAPE way of teaching English was replaced in 2008 when the Ministry of Education [MoE], and Curriculum and Professional Support Division [CAPSD] introduced the new curriculum to address the deteriorating quality of education in Bhutan.

The Bhutanese English curriculum has gone through multiple reforms over the decade with the fall of English standards. Experts from the field of education have found that our English curriculum is more of teacher centered and less of student centered (Wangmo, 2018). Therefore, new and reformed English curriculum was introduced in 2008 based on the theories presented by Moffett (1968) in, “Teaching the universe of discourse”. The entire English curriculum comprises four modes of discourse like reading and literature, writing, listening and speaking, language and grammar. It emphasizes the improvement of the language skills in literature studies written in contemporary English language. The teacher is responsible for designing activities that promote active learning and students’ responsibility and accountability in their own learning. The revised curriculum is in line with the philosophy of Gross National Happiness to teach the students the values of the country’s unique culture and tradition.

2.2 READING AND LITERATURE STRAND FOR GRADE FOUR

Following are the sets of standard for reading and literature, which Grade Four students have to achieve by the end of the academic year (REC, 2018):

- 1) Graduates are able to read a wide range of texts-fiction and non-fiction independently.
- 2) Graduates know the different forms of literature and purposes they serve.
- 3) Graduates know and use appropriate reading strategies for making meaning with a variety of texts-fiction and non-fiction.
- 4) Graduates have read relevant major literary works from Bhutan and other countries.

5) Graduates have an interest in books and continue to read for enjoyment and learning.

6) Through their reading, graduates have studied and reflected on the cultural values of Bhutan and other countries, particularly the different ways in which people discover meaning in their lives; different expressions of fundamental values like Truth, Goodness, and Beauty; the possibility of the human achievement; and have found directions and models for their own aspirations.

7) Through their reading, graduates have developed a heightened sense of beauty harmony that informs their lives.

This study, although conducted in a period of one month, asked students to read folktale rich in cultural values, which calls for their sense of harmony in life and beauty. Every selection reading materials included in the text are connected with the teaching of moral values and life lessons.

2.3 READING COMPREHENSION

Reading comprehension is an ability to explain and interpret the intended meaning to listeners or to the self. Thus, reading comprehension involves integrated techniques such as predicting, skimming, scanning, questioning, summarizing, finding out meanings of vocabulary in context, and observing one's own comprehension. They are collective processes of forming meanings (Asiri & Momani, 2017). Combinations of all these techniques and skills become an ability to read and comprehend the text.

2.3.1 Definitions of Reading Comprehension

According to Salem (2016), reading comprehension involves cognitive skills, such as careful attention, memory, perceptual and comprehension processes. The main goal of reading is to comprehend. The reader brings his or her individual attitude, interest, expectation, skills and prior knowledge to get the gist of the written language

(Syahfutra, 2017). Reading comprehension involves the coherence of the reader's previous experience and knowledge about language and world.

Bulut (2017, p .23) and Weih (2018, p.2) define reading comprehension skills as an ability to construct meanings in three reading stages: in pre-reading, while-reading and post-reading stages. It is one of the academic skills, which the students are expected to be familiar within primary level itself. Ilter (2017) mentions that, when the student progresses from one grade to the next higher grades, the textbooks in the schools become one of the important sources of knowledge. Accordingly, the reading comprehension becomes increasingly important for them and students are expected to have a higher level of comprehension as they move to next the higher grades.

Reading comprehension is taken into two aspects; a product and a process. Reading as product is considered an ability to comprehend the text at various levels of understanding. Readers' ability to comprehend the text varies from a lower level to the highest as they move on to the next higher grade. Usually, the level of comprehending the text starts from the lower level, a very basic stage to next complex ones (Acevedo & Forero, 2016; Sari, 2016). The different levels of comprehension from the lowest to the highest are as follows:

1) Literal Comprehension Level

At this level, the reader understands what the words mean in a very basic way. Students can understand the words on the page as they are written. At this basic level, students can answer basic, fact-related questions. The reader understands only the information that is clearly stated by the writer (Rai, 2017). This level of comprehension relies on a reader's ability to recall facts and figures from the reading material which is associated with low-level of thinking skills using WH-questions (what, where, when, who).

2) Inferential Comprehension Level

At the interpretive level, readers are able to read beyond the literal words on the page and find understanding. They use an important skill called inferring. When readers infer, they go beyond the text to find the intended meaning. The readers imagine what a character is feeling or what the author means by words or actions and assimilate these clues in the text with prior knowledge to get deeper meaning (Acevedo & Forero, 2016; Srisang, 2017). The skills of inferential readers include identifying the main idea, understanding the author's main intention, or summarizing the events, inferring information and main ideas, cause and effect relationship (Sari, 2016).

3) Critical Comprehension Level

At the critical level, the readers read, go beyond the text and make judgments as they read and evaluate relevancy and adequacy of what is being read (Tran 2015). Readers at this level, ask questions and make logical and analytical decisions, such as whether the text or the author is accurate and reliable, or discriminate if a statement is a fact or opinion. They will be able to determine if the facts are accurate and true information. The reader requires a high level of thinking skills to analyze or evaluate.

4) Creative Comprehension Level

Finally, the creative level of comprehension requires the reader to use the highest level of thinking skills. They will read, think, and make decisions in relation to the text. At this level, readers use their understanding of a topic and think creatively about how to use and apply information to their lives or the real world. The readers tend to put up lots of questions in their minds. Further, Sari (2016) made a mention that the reader is involved in formulating, rethinking and evaluating of written material whereby open-ended questions that require the reader to use his or her own knowledge, ideas, views and values.

2.4 STRATEGIES FOR READING COMPREHENSION

Reading comprehension is a challenging task especially for the students with attention issues. Shea and Ceprano (2017) state that, to be an efficient reader, the students have to be taught skills and strategies with guidance, practice and demonstration of how all these skills are integrated for all different kinds of text comprehension. A proficient reader selects and uses an appropriate and thoughtful method for their reading purposes. Significant reading comprehension skills are as follows:

1) Decoding

Decoding is one of the most important steps in the reading process. Morin (2019) point out that decoding is an ability to recognize the basic sound patterns and blends called as phonemes. Students will have difficulty in learning to read without the decoding skill in them. Students use this skill to sound out words they have heard before. Decoding skill is a strong basis for other reading skills.

2) Fluency

To read fluently, students need to identify words, including ones they cannot sound out. Sounding out or decoding every word can take a lot of efforts and practice. When the student recognizes whole words instantaneously without sounding them out, it enables them to be a fluent reader. Shea and Ceprano (2017) mention that reading fluency is given importance in schools and is continuously assessed owing to its positive correlation to comprehension. An appropriate expression, voice pitch, intonation, word phrasing and word stress are the features of reading fluency. Echo reading, buddy or paired reading and readers' theater are some of the examples to improve fluency.

3) Vocabulary

Having a strong vocabulary is a key component of reading comprehension. Reading and vocabulary are closely connected. Sometimes the students can figure out the words' meaning while reading the complete sentences. Enthusiastic readers have the chances of developing larger vocabularies than ones who read less. Choosing appropriate strategies for effective vocabulary teaching comprises how to use word parts such as suffixes, prefixes and base words to find out the meanings of words in the text and how to use context clues given in order to determine the word meanings are very crucial components of vocabulary teaching (Centre for Education Statistics and Evaluation [CESE], 2017).

4) Reading between and beyond the lines

Teaching the students to read between and beyond the lines to connect the ideas in logical order to have the clear and precise concept is very vital for comprehension to express relationship that is more complex. Learning to make connections would help students think bigger, thinking beyond on important themes, sharing of views and perspectives on issues, learning to appreciate ideas and opinions of others, while being analytical and judgmental (Shea & Ceprano, 2017). Students' ability to connect two or more thoughts, and can interpret how they comprehend relates what they read to what they already know.

2.5 VISUAL IMAGINARY STRATEGY

Visual Imaginary Strategy is one of the reading comprehension strategies. It enables the readers to imagine or construct mental images in their mind as they read a text. Readers visualize the scenery, characters, and actions and describe what they see and feel in the text.

2.5.1 Definition of Visual Imaginary Strategy

Visualization refers to the process of creating mental pictures or images to help in understanding the text that involves language and thought processes (Wolley, 2014, p. 227). Creating of visual images is one's ability, which results in successful reading comprehension (Boerma, Mol, & Jolles, 2016, p.1). Visual imagination involves the process of creating and inferring of visual mental images (Thompson et al., 2011, p.256). In the process of visualizing, the readers make use of five senses to visualize the events of the story like location, object, people, action and their situation. Further, Atoum and Reziq (2018, p.2) claim that use of Visual Imaginary Strategy has a positive relationship between gaining new skills and understanding and recognizing symbols in different areas such as visual, auditory, olfactory, kinesthetic and many more. Visual imaginary is classified into five categories as shown in Figure 2.1.

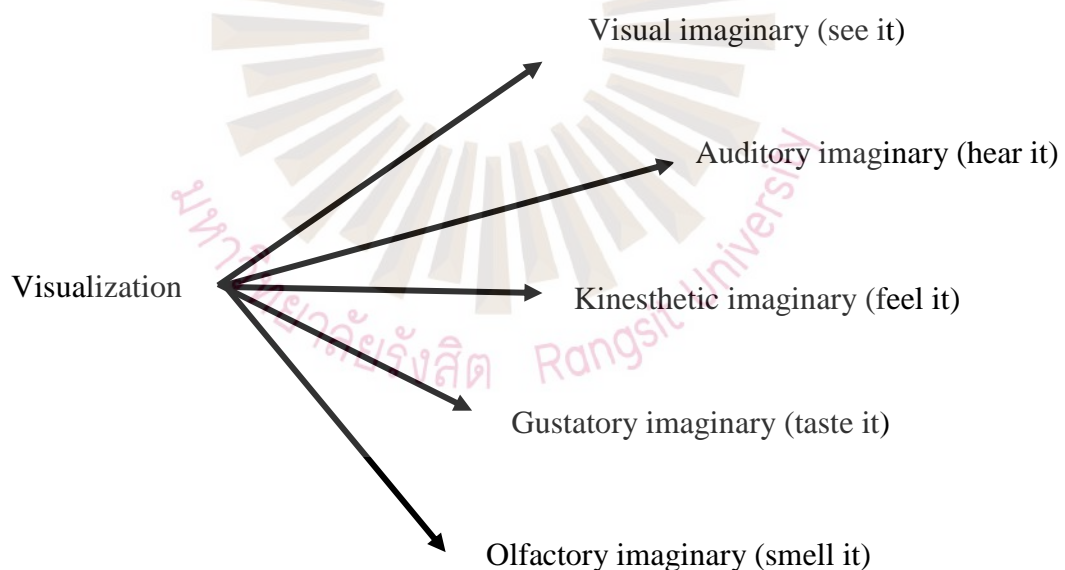


Figure 2.1 Sample of Multiple Sensory Action Model

Source: Adapted from Algozzine & Douvill, 2004

2.5.2 Guidelines for Using Visual Imaginary Strategy

Learning to visualize and create pictures in mind can help students make sense of complex concepts and see the characters, settings and actions in the story. Visualizing and imagining while reading has to be taught explicitly because not all the students are naturally imaginative and they need guidance and instructions in applying this strategy to improve and deepen their understanding of what they are reading. Teaching of the strategy step-by-step process activates students' background knowledge through imagination and visualization when they read the text (Reading Educator, 2005-2019 & Wilson, 2014).

1) Select the texts that are sensory rich in language to read aloud. Pre-teach the new vocabularies that are difficult to understand the meaning.

2) Read the text aloud to students as they follow along reading the printed text.

3) During the reading process, pause and ask students to visualize the specific details that they just read.

4) Allow them to think about the mental pictures created in their mind. Then ask them to draw or sketch the pictures they imagine and visualize as they read the text.

5) Let the students share what they see, hear, smell and feel from the passage or paragraphs they read. Ask which particular words intrigue them to create the mental pictures and emotions before having them draw or sketch their image. Make sure that images contain the necessary information related to the story.

Reading with visualization is one of the ways to enhance retention and comprehension skills. It makes the learning more engaging and enjoyable. In addition, teaching students to create pictures in mind about seeing the characters, scenes, actions

in story will help them make sense of a complex situation in the real world. Atoum and Reziq (2018, p. 6) found out that creating mental pictures about the scenes and events in the story enables them to understand the overall picture and overall meaning of the content. This encourages students to read further in future. It will also activate their minds as they read and talk to themselves about what they are reading. Figure 2.2 shows an example of visualizing a character and Figure 2.3 shows an example of steps for visualizing the scene from the story.



Figure 2.2 Sample of Visualizing a Character.

Source: Adapted from Draper, Fullgrave, & Eden, n.d.

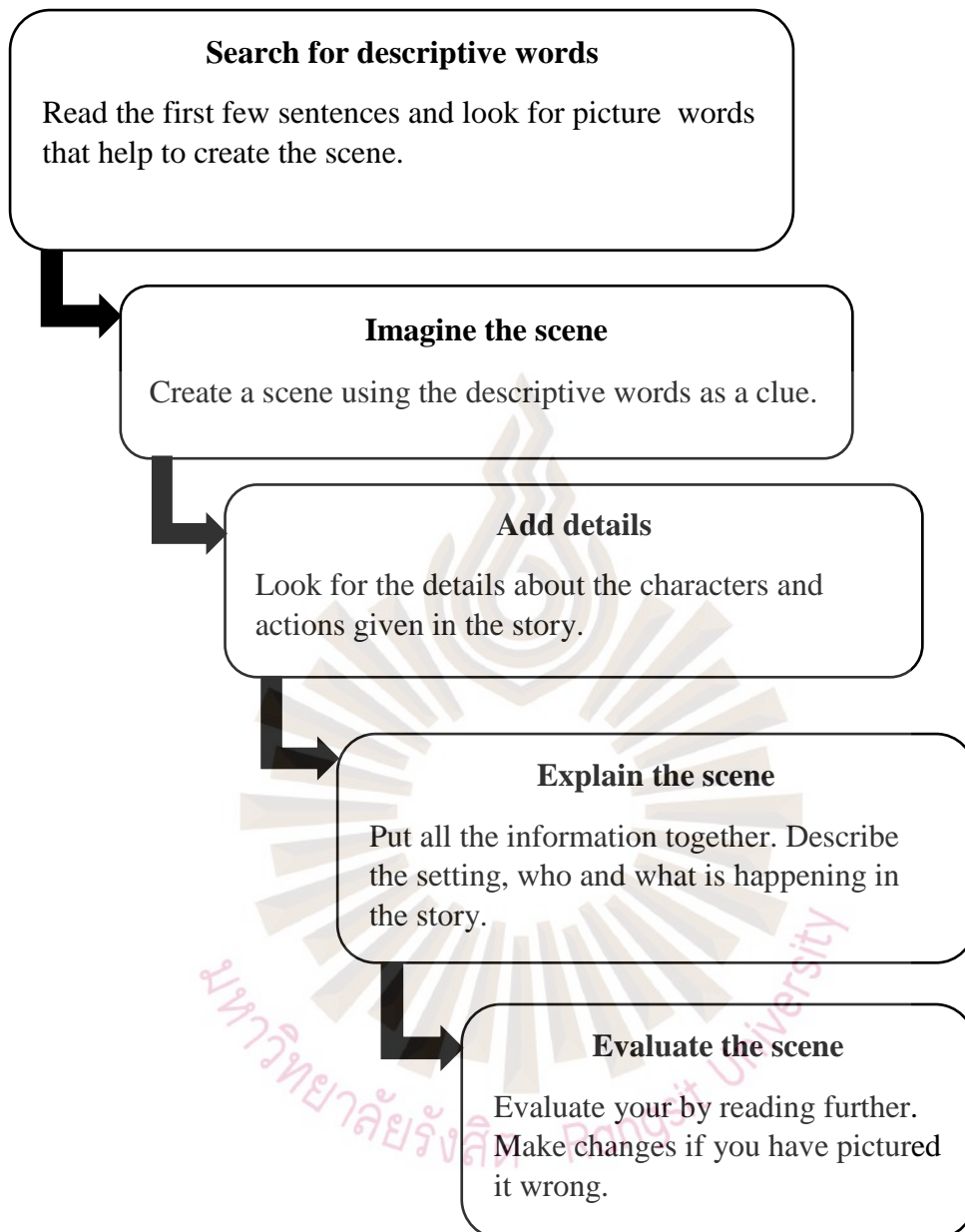


Figure 2.3 Sample of Visualizing the Scene.

Source: Adapted from University of Kansas Center of Research on Learning, 2014

2.6 ADVANTAGES OF VISUAL IMAGINATION FOR READING COMPREHENSION

Proficient readers always construct images in their minds as they read. Creating visual images while reading can improve reading comprehension because the readers connect the writer's intention by using their prior knowledge and the background experiences.

2.6.1 Creating Mental Images Improves Reading Comprehension

The readers, who often visualize, can achieve greater comprehension and retention than those who do not because visualizing while reading enables the reader to focus, imagine, create and connect text to text, text to self, text to the world. Hughes (2017) states that it is important for students to learn how to process both words and pictures while reading. Visualizing and imagination make easier for students to understand the text better (Lee, Bottem, & Sanvik 2015). Besides that, Gear (2015, p. 68) points out that when readers visualize, the mental images are created. That leads to a better understanding of the text and brings reading to life; hence, the confidence level of a reader increases.

Combinations of strategies such as predicting, activating the prior background knowledge, and visualizing are the main ways to improve reading comprehension with students who are falling behind (Dahle, 2017, p. 7). Mertz (2015) also supports that visualizing will help readers imagine, innovate, create, question and grow. Imaginary creating and visualizing with reflection enable the students to express their understanding in an accurate way (Jeanne, 2016, p. 27). Moreover, the use of Visual Imaginary Strategy will keep the students more engaged, task focused, attentive and connected with the text they read. Visualization skills can be developed and improved through the teacher's guided instructions and practice.

2.6.2 Visual Imaginary Strategy Enhances Cognitive Learning

Luo (2018) believes that the cognitive learning approach focuses on mental activities that can lead to mental planning, goal setting, and organizational strategies. The use of Visual Imaginary Strategy in reading comprehension involves creating lots of images in mind related to the characters, actions and series of events in the story that allows the readers to do a lot of mental activities. The visual images formed in mind builds the basics of development of the left and the right hemisphere in the mental process. Makarova and Varaksa (2017) state that both the right and the left hemisphere contribute to the development of metacognitive thinking which is very important for successful learning and application of knowledge on problem solving and good decision making process in future.

Similarly, imagination is very important for cognitive skills; the readers can acquire and enhance that ability of imagination through reading (Heaveridge, 2015). Asking the readers to build mental images described in a written text can foster a deeper understanding compared to just reading the text (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013; Schmidgall, Eitel, & Scheiter, 2018). Visual imagination in reading enhances not critical thinking but concept of imaginary improves reading, listening, memory, oral vocabulary, and writing. Moreover, visual imaginary plays an important role in development of creativity in students. The ability to think creatively and representation of mental images in visual forms will help the students understand the abstract concepts and ideas (Antonietti & Colombo, 2011).

2.6.3 Visual Imaginary Strategy Promotes Constructivist Learning

According to Xallzin (2016), constructivism theory believes that the learners have to construct their own knowledge, individually or collectively. Each learner has a set of concepts and skills but he or she must construct knowledge to solve problems. Yilmaz (2008, p.162) claims that every learner is an intellectually procreative individual having the ability to inquire questions, solve problems and build concepts and knowledge rather than being an empty vessel waiting to be filled up. Learners create

their own questions, and models, concepts, and strategies to solve the problems. Therefore, the use of Visual Imaginary Strategy enables students to generate new ideas and concepts through drawings and illustrations through the teacher's guided instructions.

Therefore, reading with visualization involves imagination, drawings and illustrations. With drawing that is self-created, he or she decides both the construction and appearances of the characters, scenes and events in the story, thus creation of new ideas may occur based on the reader's previous knowledge and existing ones. Schmidgall et al. (2018) state that during drawings and illustrations, the students engage themselves in generative learning process, the learner is involved in planning, organizing, selection and integrating in coming up with pictures to represent a story. This promotes active learning where teachers provide necessary instructions aiming to help their students acquire new knowledge (Li, 2016).

This study conducted employed Visual Imaginary Strategy to find out whether it could enhance reading comprehension of the target group of students. If found effective, Visual Imaginary Strategy would become a valuable technique for teaching reading.

2.7 RELATED READING THEORIES

To approach the reading difficulties, literacy experts all around the world theorize how reading happens and develops into instructional models to address individuals mastering this complicated process.

2.7.1 Bottom up Theory

According to Ngabut (2015, p. 25) and Andrea (2014, p.7), the bottom- up model of reading emphasizes on process of understanding the smallest unit to largest units (syllables, words, phrases, sentences). It is series of stages whereby readers acquire the set of hierarchically ordered set of skills; recognizing letter sounds, syllables, words,

phrases and longer sentences that eventually leads to comprehending the meaning in the text (Mendez & Lliviganay, 2017, p. 17; Moghadam & Davoudi, 2015, p. 174, Pardede, 2017, p. 3). Learning to read progresses from learning parts of language (words) to understanding the whole text (meaning). Thus, the ability to infer meaning is the last step in bottom-up reading process.

2.7.2 Top down Theory

This model of reading focuses on comprehending of text at global aspects, (making sense of the paragraph) to sentences and then to words that make up the message (Angosto, Sanchez, Alvarez, Cuevas, & Leon, 2013, p. 85). Top down model of reading is helpful for second language learners because the readers don't have to understand the meaning and pronunciation of every word in the text rather they can analyze the meaning of text as a whole.

2.7.3 Schema Theory

The schema theory states that knowledge is stored and organized into units of knowledge known as schemata (Ursyn, 2018, p. 176). The prior knowledge is known as the background knowledge, and that knowledge structures are called schemata (An, 2013, p.130; Ngabut, 2015, p.27). An effective reading comprehension requires an ability to connect and relate the text content to one's own knowledge. The theory further describes how background knowledge of a reader relates with the reading task and how reader's knowledge and earlier experiences with the world is important in understanding the text (Pardede, 2017, pp. 4-5). According to Kitao, the schema theory includes an interaction between the reader's knowledge and the text that enhances the reading comprehension (as cited in Sarlina, 2018, p. 38). However, Zhang (2010, p.459) argues that teachers need to guide and activate students' active thinking to identify the main points of the passage. Students are motivated to read, if their schema is activated during all the three reading process. Therefore, their comprehension skills are improved, which helps them to excel in their academic performance.

2.7.4 Mental Model Theory

According to Ursyn (2018, p.176), images created in the reader's mind are the mental models for thinking. Within the framework of mental model, visualizing the pictures can enhance the comprehension and retention level of the text in many ways that is grouped as "working memory management" (Glenbreg & Langston, 1992, p.131). Information and perceptions about the story regarding the characters, sceneries and actions described in the story is connected with the reader's prior knowledge (Kintsch, 1998; Schnotz, 2002; Zwaan & Singer, 1998, as cited in Boerma et al., 2016). Therefore, the readers use mental imaginaries to infer what is in the mind of a character, to predict and explain their actions and emotions, which further supplements the mental model (Algozzine & Douville, 2004; Johnson-Laird, 1998; Schnotz, 2002;). Sarlina (2018, p. 38) claims that the mental model as a mind movie created in the minds of a reader is based on the reading content. Thus, the mental images created in the reader's mind while reading will link new ideas to prior knowledge, which helps in understanding the text in better way.

Reading comprehension requires a lot of mental functions from remembering, analyzing and criticizing to reasoning levels. It is cognitively demanding work. Therefore, for this study the researcher focused on two reading theories; schema and mental model theory. The student's schema should be activated during the reading process for better comprehension ability. The reader makes use of prior knowledge known as (schema) to relate to his her own reading content. Reading with visualizing and imagining will allow students to connect what his or her own prior knowledge to reading content. Similarly, the mental model is constructed and reading comprehension is improved when students are instructed to attend to story drawings and illustrations (Woolley, 2010). Therefore, the use of Visual Imaginary Strategy as one of reading comprehension strategies encourages the students to use their mind to create mental images in their mind of what they are reading like as a movie or photo book of images (Will, 2018, p. 16). The act of visualization and imagination on reading content enhances the students' creativity and comprehension level.

2.8 RELATED RESEARCH

Numerous studies on visual imaginary strategy have been carried out on different grade levels in different countries. Some of the researches carried out in similar grades are as follows:

Boerm et al. (2016) examined the role of mental imaginary skills on study comprehension. 150 Grade Five students, with age ranging from 10 -12 years were selected for the study purpose. The study findings revealed that the children with higher mental imaginary skills outperformed children with lower mental imaginary skills on story comprehension after reading experimental narrative. The researchers suggested that children's mental imaginary skills significantly contributed to the mental representation of the story they created and by integrating information from words and pictures. However, the future researchers are recommended to further find an effective way to instruct children on how to "read" pictures and how to develop the use of their mental imaginary skills which probably would contribute to their mental models and therefore enhance their story comprehension.

A study entitled 'Early Adolescents' and their Parents' Mental Imaginary in Relation to Perceived Reading Comprehension' by Mol, Jolles, Eddes and Bult was carried out in 2016. A cross sectional survey was administrated to examine the relation between mental imaginary that is 'seeing images of a story in the mind's eye' and perceived self-competence in reading. The research participants were from Grade Seven to Grade Nine students in prevocational educational secondary schools in Netherlands and their parents. The results showed that there is a relation between imaginary and self-competence beliefs after controlling for quality of students' home literary environment. However, there is no direct relation found between parents' and adolescents' mental imaginary skills. The study recommends that teachers and parents need to be aware of the mental imaginary strategies as it may enhance the reading experiences of both girls and boys.

Spakov, Siirtola, Istance, and Raiha (2017) carried out the study on “Visualizing the Reading Activity of People Learning to Read.” The goal of visualization was focused on the reading skills to teachers with no background in the theory of eye movements or eye tracking technology. They found out that various visualizations had their own importance and served different purposes. However, the dynamic visualizations (Gaze replay and wordplay) help to give the teachers a good understanding of how individual students read. It further helps in comparing the skills of groups of students when reading the same text. Moreover, static visualizations (Gaze plot, durations of word reading, summary) help in providing an overview of both the students and their active vocabulary. The future researchers are recommended to develop the visualizations showing the development of reading skills on several sessions.

Atoum and Reziq (2018) carried out a study entitled “Can Mental Imagery Predict Reading Comprehension?” 319 students were chosen randomly from (6291) in Al-Quesmeh area in Amman, Jordan. The study revealed that visual mental imagery came first in terms of predicting reading comprehension with 34.8%, while auditory, olfactory, and feelings mental imagery patterns with smaller percentages of 4.1%, 1.7%, and 1.5%. They concluded that mental imagery helps students to create images, scenes and events that enable them to understand the overall meaning of the content. Moreover, they also found out that these images play a vital role in developing the semantics of the words and contents of the vocabulary and structures. However, the researchers recommended that the future researcher integrate exercises and activities to help students visualize the events of different texts for better reading comprehension. They further suggested that conducting training and workshops for teachers improve their ability to develop a mental imaginary among their students.

Jankowska, Gajda, and Karwowski (2019) conducted a research study to explore how creative visual imagination and creative thinking can help students to construct mental models of space. The mixed methods approach was used. 98 participants were involved in this study. They found out that creative visual imagination, rather than creative thinking is linked with the knowledge and understanding of the space. The findings from this study revealed that students’ information and understanding about

space is related to their creative visual imagination. They suggested that the introduction of activities, which are aimed at developing the creative visual imagination, would help students acquire a greater understanding of abstract ideas.

In summary, the research studies carried out in different countries at various grade level found that Visual Imaginary Strategy as one of the effective ways to enhance the reading comprehension skills in students. The use of Visual Imaginary Strategy had seen an improvement in contents of the vocabulary and structures; develop critical thinking and creativity in students. The students with higher mental imaginary skills could perform better than the ones with lower mental imaginary skills on story comprehension. Moreover, the use of Visual Imaginary Strategy also improves the memory and retention of the students. It activates and enables the students to make movies in the brain as they read each sentence and paragraph. They imagine and visualizes authors' ideas. Visualization process keeps the students actively involved with information as they read and make the learning more fun and enjoyable when they draw what they visualize and imagine which represents the story.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the research method, research design, population and sample, research instruments, data collection procedures, and data analysis. This chapter also explains how the research was designed to investigate the students' learning achievement and satisfaction in using Visual Imaginary Strategy to enhance reading comprehension in students.

3.1 RESEARCH DESIGN

The researcher adopted the mixed methods approach to study Grade Four Bhutanese students' learning achievement and satisfaction in using visual imaginary strategy to enhance reading comprehension. According to Cameron (2014), mixed methods research involves collecting, analyzing and interpreting quantitative and qualitative data in a single study. The researcher adopted mixed method approach because findings that mixed methods research provides are in-depth compared to quantity and quality alone (Mckim, 2017).

Mixed methods research is challenging to implement. At times, both types of data supplement each other. Wisdom and Creswell (2013) claim that the mixed methods research fosters the scholarly interaction by providing methodological flexibility and researchers can collect rich and comprehensive data. In this study, the researcher followed "one sample group pretest and posttest" a quasi-experimental study to gather quantitative data to determine the students' learning achievement, while the qualitative data to identify the students' learning satisfaction by observing students' learning behavior adopted from Archer and Hughes (2011) and Gear (2015). Moreover, a satisfaction survey questionnaire was carried out to measure learning satisfaction. Figure 3.1 shows the research design.

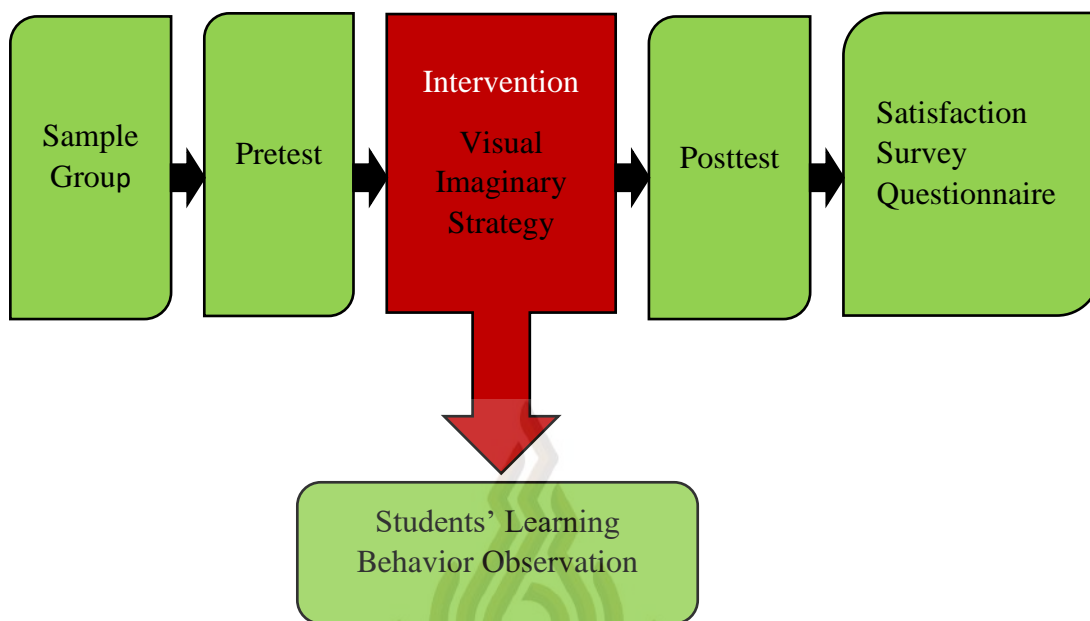


Figure 3.1 Illustration of Research Design

3.2 POPULATION AND SAMPLE

3.2.1 Research Participants

The population of the study consisted of 78 Grade Four students in one of the Lower Secondary schools in Eastern Bhutan. The researcher adopted cluster random sampling to select a sample group of one section that comprised 25 (14 males and 11 females) mixed ability Bhutanese students who were within the age range of 10 to 13 years. Dudovskiy (2019) defines cluster random sampling as technique in which clusters of participants that represent the population are segregated and only one cluster of participants is included in the sample. The advantage of cluster sampling is that it provides all the clusters an equal probability of being selected. Since the research school has three sections of Grade Four students for the academic year 2019, to avoid bias in recruiting the sample group, the researcher requested the Head of the Department (English) to randomly pick a lot from three containers containing the names of the sections of Grade Four and Section C was chosen to be the sample group.

3.3 RESEARCH INSTRUMENTS

Research instruments or tools are very important components in research design for the researchers to collect relevant and adequate data or information for a better result, which forms an essential component of research process (Annum, 2018 & Sobrepena, 2011). The types of instruments include scales, indexes, survey questionnaires, interviews, and observations. With the aim to acquire the desired and authenticate data, the researcher administered the following qualitative and quantitative research instruments:

3.3.1 Intervention Instruments

3.3.1.1 Lesson plans

Lesson plans are one of the most important elements in the teaching and learning system. It helps to maintain the standard of the teaching pattern and does not divert the students' attention from the topic (Jones, 2018). For this study, the researcher designed four lesson plans (Appendix K). One lesson plan was used to teach two sessions within the timeframe of 40 minutes per session. The sample group participants attended two sessions per week to get familiarized with the use of visual imaginary strategy in reading the story. The researcher made sure that the lesson plans designed for this study contained all the necessary components prescribed in English Curriculum Guidelines for Grade Four.

3.3.1.2 Visual Imaginary Strategy Intervention Process

This study implemented Visual Imaginary Strategy as an interventional tool to enhance the reading comprehension skills of Grade Four Bhutanese students. The researcher conducted the pretest, which was marked as the beginning of the instructional period of the study. The first lesson plan was on how to use Visual Imaginary Strategy in reading a story. Each lesson was conducted with the following objectives:

1) Participants should be able to tell at least three advantages of using visual imaginary strategy.

2) Participants should be able to visualize and draw pictures to represent the story.

Before introducing the Visual Imaginary Strategy, the researcher introduced the two very important words, “visual” and “imaginary” by giving some examples. Next, the researcher asked them about any pictures or actions that come to their mind about any movies they had watched or from any piece of reading recently. The researcher invited the participants to share their views on previous knowledge by asking them to draw pictures. After that, the researcher gave a short talk on definition, its importance and uses of Visual Imaginary Strategy in reading comprehension texts.

The researcher further demonstrated on how to use Visual Imaginary Strategy by reading a small section of the story and shared what the researcher visualized and imagined through drawing pictures. The stepwise explanations were made with several pictures and drawing to represent the story. To have hands on experience, the researcher divided the participants into five groups. Each group was assigned with a few paragraphs to read, imagine, visualize, and finally draw pictures to tell a story. Later, the participants took turns to share the information about the pictures they had visualized and imagined to their friends whereby they looked at the pictures to compare. At the end of the lesson, the researcher invited interested participants to share their opinions about the visual imaginary strategy.

In the last three lessons, the researcher engaged the participants in various activities to get used to with the Visual Imaginary Strategy in order to enhance the reading comprehension ability. During the course of intervention, participants read a short story. They visualized, imagined and drew pictures whereby they shared their drawings with friends (Appendix M).

3.3.1.3 The Visual Imagination Drawing Assessment Rubric

The drawing assessment rubric framed by Kissner (2012) was adopted to evaluate the reading comprehension skills based on drawings and illustrations using visual imagination. The participants were assessed out of 12 points of question 1 (a, b and c) of the learning achievement tests and the rest of drawing activities carried out for this study. Table 3.1 shows the drawing assessment rubric.

Table 3.1 Drawing Assessment Rubric

Criteria	Score	Description
Exceeds expectations	4	The drawing shows a clear understanding of the passage by including both literal and inferential components.
Meets expectations	3	The drawing shows understanding of the passage by including most of the literal and some inferential components.
Working toward expectations	2	The drawing shows a basic understanding of the passage by including literal components.
Does not meet expectation	1	The drawing does not show any understanding of the passage.

Source: Adapted from Kissner, 2012

3.3.2 Quantitative Data Collection Instruments

3.3.2.1 Learning Achievement Tests

The learning achievement tests were developed based on the learning outcomes as outlined in the Royal Education Council (REC) curriculum framework. The questions were prepared following the guidelines of Bhutan Council for School Examination Assessment (BCSEA). The pretest and posttest on the story entitled 'The Serpent's Bride' was administered to the sample group to investigate and compare the enhancement of students' reading comprehension ability using Visual Imaginary

Strategy. The pretest was carried out in the beginning of the study to determine the reading comprehension skills prior to the treatment. Following the treatment, the posttest was conducted on the same items to see whether there were any significance differences in the score of the students between the pretest and the posttest. The same test items were used for pre and post evaluation to ensure consistency (Appendix C).

3.3.2.2 Satisfaction Survey Questionnaires

The survey questionnaires with smiley faces were administered to the Grade Four students to find out the learning satisfaction (Appendix I). The use of smiley face scales expresses the degree of a satisfaction, without even requiring reading and understanding by the respondents (Stange, Barry, Smyth, & Olson, 2016). Moreover, smiley face scales also make the survey questionnaires more enjoyable and attract the respondents' attention (Emde & Fuchs, 2012). Therefore, the researcher found that the use of smiley face scales as a good way to check the students' learning satisfaction in using Visual Imaginary Strategy. The researcher explained the directions on how to complete the questions. A five-point Likert scale system was used for each expression of smiley faces, ranging from 5 to 1. (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree.

Table 3.2 Description of Likert Scale






Level	Smiley Faces Indication	Scores
Strongly Agree		5
Agree		4
Neutral		3
Disagree		2
Strongly Disagree		1

Table 3.3 Interpretation of the Range of Mean Score

Range of Mean Score	Level of satisfaction towards Visual Imaginary Strategy
4.21-5.00	Highest
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Lowest

Source: Chanjaraspong, 2017

3.3.3 Qualitative Data Collection Instruments

3.3.3.1 Students' Learning Behavior Observation

Learning behavior observation looked into account of students and their behavior in an environment where physical movements or symbols that are important (Trigueros, 2017, p.1). The learning behavior observation focused on small steps, assessing understanding and attaining active and successful participation by all students (Archer & Hughes, 2011, p.1). The researcher used students' behavior observation sheets with 6 kinds of behavior specification developed by Archer and Hughes (2011) and 8 reading confidence level in using Visual Imaginary Strategy developed by Gear (2015) with the purpose to gather adequate qualitative data for the authentic research outcomes while reading a story. The learning behavior was categorized into two parts; Part I students' attention and interest, Part II students' confidence in using Visual Imaginary Strategy for reading comprehension (Appendix G).

The researcher chose a peer teacher who has been teaching English in primary grades for more than 30 years and is competent enough to observe and make critical judgement during the entire data collection process. To avoid the unnecessary bias in carrying out the data collection process, the researcher requested the peer teacher to observe two of the eight lessons and observe the learning behaviors of students prepared in the study. It was intended to observe the gradual progress in students' learning and to make comparisons between the initial observation and final learning

behaviors revealed by the students. This measured the students' level of satisfaction in learning reading comprehension skills through Visual Imaginary Strategy.

3.4 VALIDITY

All the research instruments pertaining to this study were validated to maintain the congruence between the items and the research objectives. Owing to this very purpose, the researcher chose three experts, consisting of experts from Rangsit University, Thailand and two senior Bhutanese English teachers from Bhutan (Appendix O). All the instruments were validated based on Turner and Carlson (2003), Item Objective Congruence (IOC). IOC result index ranges from -1 to +1.

The rating +1 on IOC states the accuracy of instruments to the identified objectives.

Rating 0 shows that items are good, but not so convincing enough to meet the stated objectives.

The rating -1 confirm that items are not clearly congruent in meeting the objectives stated.

To further simplify the ratings, if the value falls between 0.67 to +1, the item is considered as acceptable but if the value falls between 0.67 to -1, it indicates that the item needs to be changed. The researcher will adapt the given formula to compute IOC.

$$IOC = \sum \frac{r}{n}$$

Where r = sum of the scores of individual experts

n= number of experts

The researcher designed four lesson plans, as an interventional tool and in order to confirm congruence to stated research objectives, abovementioned three experts did

IOC validation. Experts 1 and 3 rated all the lesson plans +1, which gave the average of +1, indicating it is relevant to the stated objectives. However, an expert 2 rated 0 for lesson plans number 1 and 3, which resulted in 0.67 but considered acceptable. However, the average of all lesson plans turned out to be 0.85, which indicated as congruent (Appendix L). Likewise, to be on the safer side and to avoid unauthentic result, the rubric for assessing the drawing, the IOC was run-on to ensure its validity. All the experts had rated +1, which gave the average rating of +1, evidencing to the stated objectives (Appendix F).

The researcher had included 15 items in students' learning behavior observations. However, after the IOC validation done by three experts, only one item was rated -1 and that was rejected, as it is not relevant to the stated objectives. Therefore, out of 15 items, 14 items were accepted with the rating more than 0. Those items with rating of 0.33 and 0.67 were revised and to suit stated objectives. Suggestions and feedback from the experts were taken into consideration (Appendix H).

Similarly, the IOC validation was carried out for the satisfaction survey questionnaires. The three experts rated all the items 1. However, suggestions from the experts were taken into considerations in reframing the statements (Appendix J).

3.5 RELIABILITY

Reliability is the accuracy in measurements made by research instruments. The less error in instruments, higher the reliability it is (Sharil, 2015). Since, the reliability measures consistency, precision, repeatability, and trustworthiness of a research (Chakrabartty, 2013, p.1) the researcher checked the reliability of achievement test and satisfaction survey questionnaires prior to carrying out the study in order to obtain accurate and authentic measurement items.

3.5.1 Learning Achievement Tests

To determine the reliability coefficient on reading comprehension test questions, the researcher conducted a reliability test for the pretest and posttest questions with another section of Grade Four (30 students) in different school. To find out the coefficient of reading achievement test, the researcher used Cronbach's alpha formula. After conducting the reliability test for the reading achievement test questions, the researcher obtained reliability score 0.70 for the test items. Hence, it proved that the tests items were acceptable for the study (Appendix Q).

3.5.2 Satisfaction Survey Questionnaires

Cronbach's alpha formula was computed to check the reliability of the satisfaction survey questionnaires, where reliability score of 0.7 and above indicates that the test items are acceptable, 0.8 and above is better and 0.9 indicates that it is excellent. However, the Cronbach's alpha of 0.6 and below is questionable and 0.5 is unacceptable. After conducting the reliability test for satisfaction survey questionnaires, the researcher obtained 0.811 as a reliability score, which indicates that the statements are acceptable. (Appendix P). Figure 3.2 shows the description of Internal Consistency using Cronbach's Alpha.

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Figure 3.2 Description of Internal Consistency using Cronbach's Alpha

Source: Tavakol & Dennick, 2011

3.6 DATA ANALYSIS

3.6.1 Learning Achievement Tests Analysis

To determine the students' learning achievement differences in the beginning and at the end of the teaching session, after employing the Visual Imaginary Strategy as the interventional tool, the pretest and the posttest were administered. The learning achievement scores from the pretest and the posttest were analyzed using sample paired t-test. The comparison between the pretest the posttest was computed in terms of mean, median and standard deviation.

3.6.2 Learning Behavior Observation Analysis

The students' learning behavior observation form developed by Archer and Hughes (2011) was employed to observe the students' learning behavior. The researcher carried out the content analysis to analyze the qualitative data. Bengtsson (2016, p.8) points out that the purpose of content analysis is to collect and to draw realistic conclusions. The content analysis unlike statistical analysis does not measure or quantify matters. However, it was based on interpreting the opinions and perspectives of various subjects. The researcher followed the steps developed by Bengtsson (2016) to carry out the content analysis. The four steps include decontextualisation (thematic coding), recontextualization (comparing with main data), categorizations and compilation.

3.6.3 Satisfaction Survey Questionnaire Analysis

The data gathered through satisfaction survey questionnaires were analyzed using descriptive statistical analysis. The ratings were interpreted in terms of mean and standard deviation. A set of 10 items were rated by the Grade Four students on Likert Scale with points from "strongly agree" to "strongly disagree"; 5=Strongly Agree, 4=Agree, 3= Neutral, 2= Disagree, and 1= strongly Disagree. The ratings of mean for each statement were calculated and further divided into one decimal place for

interpretation as 4.5-5 Strongly Agree, 3.5-4.4 Agree, 2.5-3.4 Neutral, and 1.5-2.4 Disagree, and 0.00-1.4 Strongly Disagree.

3.7 ETHICAL CONSIDERATION

3.7.1 Seeking Approval

Prior to carrying out the study, the researcher seek approval from the Department of School Education in Bhutan, the principal of the school and English teacher of Grade four English in the research school (Appendix A). The researcher obtained the consent letters signed by the parents of the participants before carrying out the study to avert future inconveniences (Appendix R). Moreover, the anonymity and confidentiality of the participants' views and opinions were maintained through numbering system.



CHAPTER 4

RESULTS AND ANALYSIS OF DATA

This chapter presents the results and the findings of research conducted on “The Use of Visual Imaginary Strategy to Enhance English Reading Comprehension Skills of Grade Four Bhutanese Students.” The quantitative data gathered by the pretest and the posttest, and the satisfaction survey questionnaire were presented in the form of tables and a graph. The qualitative data gathered through students’ learning behavior observation were analyzed within the framework of content analysis with emerging themes. The findings and results were described in accordance with research objectives and questions.

4.1 DATA ANALYSIS OF LEARNING ACHIEVEMENT TEST SCORES

The pretest and the posttest were administered to the sample group before and after the intervention of Visual Imaginary Strategy in order to find out the students’ learning achievement. From the achievement test scores all the individual students’ scores revealed the improvement in the posttest scores (Appendix S). Moreover, the Students No. 7 and 20 could score significantly higher in the posttest with the score difference of 13.5. Amongst the 25 students, Student No. 16 made the least improvement with the score difference of 1.5 but all students in the class had improved in their posttest scores.

To determine the learning achievement score differences between the pretest and the posttest, a statistical analysis based on paired sample t-test was carried out. The score comparison between the pretest and the posttest were computed in terms of mean and standard deviation.

4.1.1 Comparison of the Pretest and the Posttest Scores

The following table compares the mean scores between the pretest and the posttest. It also shows the mean score difference of the pretest, the posttest, and the significant value of the sample group.

Table 4.1 Comparison of the Pretest and the Posttest Scores

Group	Pretest		Posttest		Mean Difference	Sig.value
Sample Group	Mean	SD	Mean	SD	19.26-11.30=7.96	0.01
	11.30	4.52	19.26	2.74		

Table 4.1 above shows the results of the paired sample t-test for the sample group's achievement test scores. The mean score for the pretest was 11.30 and standard deviation was 4.52, whereas the mean score of posttest was 19.26 and standard deviation was 2.74. The sample group's posttest mean score was higher than the pretest mean score. There was an increase in the mean score of the posttest by 7.96 from the pretest. Moreover, the significance value or p-value was 0.01, that was lower than the significant value of $p > 0.05$ which clearly indicated that there was a significant increase in the mean score of the posttest than the mean score of the pretest.

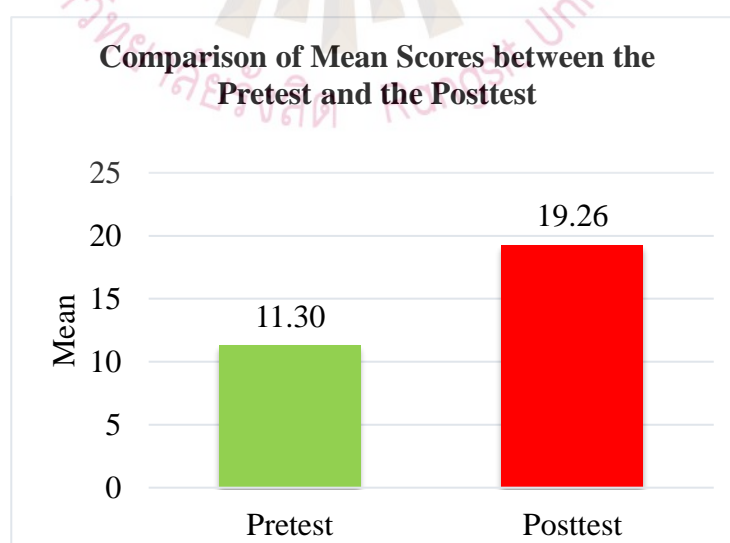


Figure 4.1 Comparison of mean scores between the Pretest and the Posttest

4.2 DATA ANALYSIS ON LEARNING SATISFACTION

The second objective of this study was to examine the students' learning satisfaction when Visual Imaginary Strategy was used as one of the reading comprehension skills. The instruments administered were students' learning behavior observation and the satisfaction survey questionnaire. The emerging results are discussed below.

4.2.1 Learning Satisfaction Questionnaires

The quantitative data gathered through the smiley faces survey questionnaires were intended to find out the students' level of satisfaction on using Visual Imaginary Strategy based on five point Likert Scale. A set of 10 items were rated from "strongly agree" to "strongly disagree."

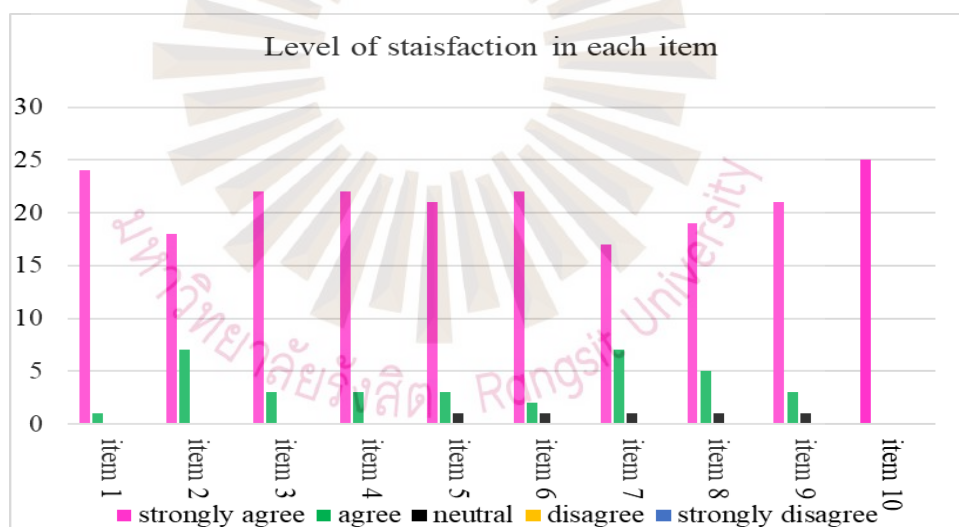


Figure 4.2 Graphical Representation of Level of Satisfaction in each item

Figure 4.2 shown above presents the students' level of learning satisfaction in using Visual Imaginary Strategy in their reading classes. Almost all the students had rated "Strongly Agree" for each item. In addition, the item number 10 was rated "Strongly Agree" by the all the 25 students. Remarkably, no students had rated "Disagree" and "Strongly Disagree" for any of the items, which clearly depicted that the students were satisfied in using Visual Imaginary Strategy as a strategy to enhance

reading comprehension skills. However, five students had rated “Neutral” in some of the items: 5, 6, 7, 8 and 9 but then choices represented only the tiny portion of the whole. The overall findings presented in the graph concluded that the use of Visual Imaginary Strategy gave students a remarkable learning satisfaction.

To further supplement on learning satisfaction, the 10 items were grouped into four aspects namely, Fun and Ease, Active Engagement, Creativity Development and Better Comprehension. The four aspects were interpreted in terms of mean and standard deviation. Table 4.2 below shows the mean and the standard deviation of the four emerging group aspects of the collected satisfaction questionnaires.

Table 4.2 Mean and Standard Deviation of the Satisfaction Survey Questionnaires

No.	Items	Mean	S.D	Level of Satisfaction
1) Fun and Ease				
1	Visual Imaginary Strategy is an interesting reading strategy.	4.96	0.20	Strongly Agree
3	It is easy to use in reading a story.	4.88	0.33	
Total		4.92	0.23	
2) Active Engagement				
2	It keeps me active in the classroom.	4.72	0.45	Strongly Agree
7	It encourages me to read more.	4.60	0.44	
Total		4.68	0.35	
3) Creativity Development				
10	Imagination helps me be a creative person.	4.96	0.20	Strongly Agree
Total		4.96	0.20	
4) Better Comprehension				
4	It helps me remember what I have read.	4.88	0.33	Strongly Agree
5	It helps me describe the actions, characters and the setting in the story.	4.80	0.33	

Table 4.2 Mean and Standard Deviation of the Satisfaction Survey Questionnaires
(Cont.)

No.	Items	Mean	S.D	Level of Satisfaction
6	Drawing pictures helps me understand the story better.	4.88	0.50	Strongly Agree
8	It helps me write better answers.	4.68	0.57	
9	It can be used in other subjects as well.	4.80	0.50	
Total		4.80	0.28	

Table 4.2 presented above, shows the mean rating of all the four emerging aspects. All the four emerging aspects were rated “Strongly Agree”, which clearly indicated the presence of remarkable satisfaction level in students. Amongst the four group aspects, group 3 “Creativity Development” was rated highest with mean 4.96 and standard deviation of 0.20 while the group aspect 2 “Active Engagement” was rated low with mean of 4.68 and standard deviation of 0.35. However, for overall satisfaction of the technique, the statistical analysis indicated that the students had experienced the high level of satisfaction when Visual Imaginary Strategy was used in teaching reading comprehension texts.

4.2.2 Learning Satisfaction on Behavior Observation

For this study, the researcher employed students’ learning behavior observation as a means to study the students’ responsiveness and behavior, and their learning satisfaction towards using Visual Imaginary Strategy. The invited peer teacher carried out two structured observations with two different parts of behavior specification. Observations and comments made by the peer teacher were thoroughly read and then analyzed through content analysis following four steps by Bengtsson (2016): decontextualisation (thematic coding), recontextualization (comparing with main data), categorizations and compilation. The analysis are shown below.

Part I: Students' attention and interest

Part I of the learning behavior observation was to investigate the students' attention and interest in using Visual Imaginary Strategy through visualizing and drawing pictures. The theme was further split into six sub themes according to the comments and observation made by the peer teacher as shown below.

(1) On-task behavior

“The entire class had complete focus on the task and completed it on time. Teacher's clear instructions and prompts intrigued the students to complete the task on time.”

After comparing the two observation records made by the peer teacher, the researcher could confidently state that the students have shown a great amount of interest towards in using Visual Imaginary Strategy. The peer teacher observed that students had focused on task and exhibited on-task behavior by following the teacher's instructions and completing the assigned tasks.

(2) Frequent response

“Always ready and thrilled to give response.” The students are found responsive in both verbal and in writing.”

The students were found responsive and were thrilled to give responses. Their prompt responses indicated the presence of interest and attention in using Visual Imaginary Strategy, which is associated with their learning satisfaction.

(3) Cooperative responses

“The students worked cooperatively and collaboratively, respecting others’ views. They greatly enjoyed the tasks, shared ideas and readily took in the others’ opinions.”

The peer teacher observed that the students were working cooperatively with their partners and group members in carrying out the pair and group work. It was also noticed that students enjoyed the tasks while sharing each other’s ideas and opinions. The peer teacher observed that students displayed a genuine interest in learning by carrying out the assigned task on time.

(4) Enthusiasm

“All the members portrayed massive interest and curiosity in learning and completed the assigned tasks on time.”

The peer teacher had observed that the students displayed a massive interest and curiosity in learning by completing out the assigned task on time. The students exhibiting massive interest and curiosity in the assigned tasks showed that they were highly satisfied in using Visual Imaginary Strategy.

(5) Feedback and Acknowledgement

“Students were found accepting feedback on performance and acknowledged the friends and the teacher for the changes made.”

It was noticed that students accepted the feedback positively on their performance and acknowledged their friends and teacher. The peer teacher also observed that students made the necessary changes after accepting the feedback from the teacher and friends.

(6) On Time Task Completion

“All the teams got their task done on time without fail.” “The assigned tasks were completed on time.”

The peer teacher observed that all the students completed their assigned tasks on time. All the students completed the any assigned tasks on allotted time without fail was the clear indication that the students’ satisfaction towards the use of Visual Imaginary Strategy in enhancing reading comprehension skills.

Part II: Students’ confidence in visualizing and drawing pictures using Visual Imaginary Strategy

Part II of the learning behavior observation was to investigate the students’ confidence in using Visual Imaginary Strategy through visualizing and drawing pictures. It was also in fact intended to ignite and motivate them to use Visual Imaginary Strategy as means to enhance their reading comprehension skills. The following observations recorded by the peer teacher proved that Visual Imaginary Strategy was right strategy to boost their confidence in reading comprehension skills through visualizing and drawing pictures. The theme was further split into two; ability and confidence.

(1) Ability

“Majority of the students could come up with wonderful illustrations and drawings. Each student was able to visualize and illustrate the story and represent it in the form of drawings independently. They could make good use of adjectives and connect text to life.

“Their drawings included the emotional images and for most students it was essay to draw and illustrate.” Being a Bhutanese folktale, it is advantageous for good use of imaginary strategy.”

Regarding the students' ability in using the Visual Imaginary Strategy in their reading classes, the peer teacher observed that the majority of the students were able to use visualization technique to come up with wonderful drawings and illustrations. The students were able to make good use of adjectives and connect the text to life. The students exhibited their ability to include the emotional contents in their drawings and illustrations that represented the story. Moreover, the peer observer also mentioned that being a Bhutanese the Visual Imaginary Strategy was found advantageous in teaching folktales.

(2) Confidence

“The confident ones took over the shy ones in sharing. “For most students, it was easy to visualize and illustrate.” They possessed skill in making good use of visual imaginary strategy. Each student was able to visualize independently.”

The peer teacher observed that few students were shy when it came to sharing their ideas and opinions. The above statement urged the researcher to assume that the Visual Imaginary Strategy being a new concept had anticipated confusion in them. However, for most students they demonstrated great confidence in drawings and visualizing the story. The students possessed a skill and made a good use of Visual Imaginary Strategy.

In summary, from the statistical analysis on the pretest and the posttest scores there was improvement seen in the posttest scores as compared to the pretest scores. The improvement in the posttest scores of the students was the strong evidence to prove that the use of Visual Imaginary Strategy as an effective strategy to enhance reading comprehension skills. Moreover, the statistical analysis on satisfaction survey questionnaires also revealed the significant level of satisfaction in students. Likewise, based on comments and feedback from the learning behavior observations, the researcher could confidently conclude that the use of Visual Imaginary Strategy had boosted their level of interest, confidence and ability to visualize and imagine which helped them in comprehending the story. The students being responsive and active,

working cooperatively and completing any assigned tasks clearly indicated the presence of satisfaction in students. Moreover, the peer teacher also noticed that the use of Visual Imaginary Strategy having the advantages in teaching the Bhutanese folktales and most importantly, that the students came up with wonderful illustrations and drawings through visualization and imagination indicated the presence of creative imagination in them.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATION

This chapter presents the conclusion drawn from the results and findings from the quantitative data gathered through achievement tests, satisfaction survey questionnaires and qualitative data from the students' learning behavior observations. It also contains the recommendations for practice and future studies.

5.1 CONCLUSION

This study was governed by two important research questions. The first research question was "Would Visual Imaginary Strategy enhance Grade Four students' reading comprehension skills?" This prompted the use of scores from the pretest and the posttest to gather quantitative data.

5.1.1 The Result Analysis of Learning Achievement Test Scores

The pretest and the posttest scores were employed to determine the learning achievement differences in reading comprehension skills before and after the intervention of Visual Imaginary Strategy. The findings reported below answers the Research Question 1.

1) The paired sample t-test analysis showed that increased in the mean score of 19.26 in the posttest and 11.30 in the pretest. There was a mean difference of 7.96 between the pretest and the posttest. The standard deviation of the pretest and the posttest were 4.52 and 2.74 respectively. Moreover, the significant value was 0.01, which was lower than $p > 0.05$ that clearly indicated significant increase in the scores of students in the posttest.

2) The lowest and highest scores in the pretest were 4.5 and 21 respectively, whereas the lowest and the highest scores in the posttest were 14.5 and 24.

3) The majority of students managed to score comparatively higher in the posttest. 23 students from the sample group could score 15 and above in the posttest, whereas only 6 students scored 15 and above in the pretest. Amongst the 25 students, Students No.7 and 20 could achieve the score of 13.5 higher in the posttest than the pretest, whereas Student No. 16 could make the least improvement with the score of 1.5 in the posttest.

From the above mentioned findings gathered through the quantitative data analysis showed an increase in the posttest scores in all the students. Therefore, the findings were the concrete evidence, which proved that use of Visual Imaginary Strategy was an effective strategy to enhance the reading comprehension skills in Grade Four students.

5.1.2 The Result Analysis of Learning Behavior Observations

The second research question was “Were students satisfied with the use of Visual Imaginary Strategy in their reading classes?” In order to answer this question, the researcher employed learning behavior observations and the satisfaction survey questionnaires. Since learning achievement measures only the academic content, assessing students’ learning satisfaction was important. In that there would be more indepth information related to the use of Visual Imaginary Strategy. The observation records were analyzed and the researcher concluded on following points:

1) The peer teacher observed that students were seen actively participating in their assigned work. The students were also found task focused and being responsive in responding frequently both verbal and written. Students were observed working cooperatively, enjoying the tasks and sharing each other’s ideas and

opinions. Moreover, the peer teacher noticed that students displayed genuine interest in learning by carrying out the assigned task on time.

2) In the first observation, the peer teacher noticed few shy students when it came to sharing their ideas and opinions to their friends but gradually the majority of the students could wonderfully illustrate the story through drawings and illustrations. Most importantly, the peer teacher observed that each student could visualize independently and possessed skills in making good use of Visual Imaginary Strategy.

3) The peer teacher made a noticeable observation on the use of Visual Imaginary Strategy having the advantages in teaching the Bhutanese folktales with the majority of the students' ability to do the wonderful illustrations, which indicated creative imagination in students.

The findings analyzed based on learning behavior observations revealed that the students were satisfied with using the Visual Imaginary Strategy in their reading classes. The students were found responsive, attentive, and cooperative in carrying any assigned tasks. Moreover, the students exhibited great interest in sharing ideas and opinions with other friends. Most importantly, the peer teacher observed that the majority of students could visualize and imagine scenes and the characters independently. The students displayed skills in drawing wonderful pictures and illustrations of the characters, scenes and actions in the story, which indicated the presence of creative imagination in them.

5.1.3 The Result Analysis of Satisfaction Survey Questionnaires

The quantitative data gathered from the satisfaction survey questionnaires examined the students' level of satisfaction on using Visual Imaginary Strategy. A set of 10 items were grouped into four aspects and the Grade Four students rated the items on Likert Scale from 5 to 1. The descriptive statistical analyses gathered from the satisfaction questionnaires were concluded on following points:

1) All the four group aspects were rated “strongly agree” but “Creative Development” was rated “strongly Agree” with the highest mean of 4.96 whereas the “Active Engagement” was rated lowest with 4.68.

2) From the individual item analysis presented in bar graph shown in Figure 4.2 revealed that no students had rated “Disagree” and “Strongly Disagree” for any of the items, however, five of the students had rated “Neutral” in some of the items such as 5, 6, 7, 8 and 9, which represented only the tiny portion of the whole.

The findings from the descriptive statistical analysis computed from the satisfaction questionnaires indicated that the students were satisfied in using Visual Imaginary Strategy. Most importantly, no items were rated “strongly disagree” or “disagree” which was the concrete evident to prove that students achieved a great learning satisfaction in using the Visual Imaginary Strategy in their reading classes. Moreover, from the four group aspects “Creativity Development” was rated the highest, which denoted that Visual Imaginary Strategy could enhance creativity in students.

5.2 DISCUSSION

This study focused on two major objectives. The first objective was intended to compare Grade Four Bhutanese students’ learning achievement in English reading comprehension skills before and after using the Visual Imaginary Strategy. Likewise, the second objective was to investigate the students’ learning satisfaction on the use of Visual Imaginary Strategy. This study showed that the use of Visual Imaginary Strategy was able to enhance reading comprehension skills of Grade Four students. Moreover, this study has proved that students achieved a high level of satisfaction in using Visual Imaginary Strategy. The findings are discussed in accordance with research instruments.

5.2.1 Students' Learning Achievement Tests

The paired sample t-test analysis on the pretest and the posttest scores showed that the posttest score was higher than the pretest. 23 students scored 15 and above in the posttest but only 6 students scored 15 and above in the pretest. There was an improvement seen in score of the posttest, which indicated the efficacy of Visual Imaginary Strategy in teaching reading comprehension skills. This finding is supported by the previous studies conducted by Boerm et al. (2016); Spakov, Sirrtola, Istance, and Raiha (2017) which revealed that Visual Imaginary Strategy as an effective strategy to enhance reading comprehension skills in students. This study was also supported by the similar studies carried out by Atoum and Reziq (2016); Jeanne (2016). Atoum and Reziq (2016) supported that the use of Visual Imaginary Strategy enables the students to create mental images about scenes, the settings and events to understand the text better and overall picture and overall meaning as well but Jeanne (2016) supported that images and visualizing with reflection could enable the students to express their understanding in an accurate way. In line with them, this study proved that the use of Visual Imaginary Strategy brought significance improvement in reading comprehension skills, which contributed to increase in the posttest scores.

The first probable factor of an improvement in the posttest score was due to the facilitation of Visual Imaginary Strategy with mental model theory. According to Johnson-Laird (2013), the mental model is created from reader's perception, imagination and comprehension from the text content. The mental images or internal images assumes what is in the mind of characters, predict and explain and their actions and emotions (Algozzine & Douville, 2004; Johnson-Laird, 1998; Schnotz, 2002). This study was in line with the studies carried out by Algozzine and Douville (2004) who supported that students' ability to create mental pictures of the story leads to mental model, which contributes to the reading comprehension skills. Further, when it comes to retention and understanding the text, this study was in accordance with Glenbreg and Langston (1992) who supported that within the context of mental model, visualizing and imagining the pictures help in understanding and retaining the text in many ways.

According to Ursyn (2018, p.176) images are mental models for thinking. Images and visual imaginaries are important in developing skills and concepts and most importantly supports the reading comprehension. Findings from the previous studies found out an integration of Visual Imaginary Strategy in teaching reading comprehension skills have significant improvement. The mental imaginary skills contributes to the mental representation of the story that the readers create which enhanced the reading comprehension skills in students. Moreover, the researcher also observed an improvement in students' reading comprehension skills when Visual Imaginary Strategy was integrated in teaching the reading comprehension text.

The second likeable factor that supported the findings of this study was the schema theory with Visual Imaginary Strategy. The schema theory believes that the knowledge is stored and structured into units of knowledge known as schemata (Ursyn, 2018). The reader's background knowledge (prior knowledge) are called schemata (An, 2013 & Ngabut, 2015). An ability to interact and make connections with the reading materials play a vital role in reading comprehension. The findings from the previous studies carried out by Pardede (2017) and Sarlina (2018) supported that an effective reading comprehension involves the ability to relate the reading content to one's prior knowledge. The students were able to create a deeper meaning when they combine the imaginaries from the past with the present reading content. This finding was in line with Ursyn (2018) who found out that visual imagination played indirect role in making connections between the thoughts, feelings, ideas or emotions.

Similarly, imagination and visualization of reading materials are very important elements for cognitive development, which contributes to reading comprehension skills. This study was in line with the studies conducted by Heavenridge (2015) who supported that an imagination is very crucial for cognitive development and it could happen only from reading. Likewise, this study was also supported by the previous studies carried out by Dunlosky et al. (2013) and Schmidgall et al. (2018) who found out that asking the students to create mental images while reading could foster deeper understanding of the text as compared to just reading. This study is also in line with Lee et al. (2015) who supported that visualizing makes the reading easier for students to understand the text

because they are searching what is beyond the words in their text. Moreover, one can recollect or imagine a feeling, emotion or sensation that is associated with a person, object or with ideas. It plays an important role in building memory and boosts motivation as one feels more interested and more emotionally involved in the reading, creating mental images of objects and concepts.

As Zhang (2010) ascertains that the teachers need to activate students' thinking process and guide them. Since the reading involves a lot of cognitive processes, the use of Visual Imaginary Strategy made the students read, visualize, imagine and share their thought and feelings, which encouraged them to connect to what they read and felt. When the students could visualize, imagine and represent the story in the form of illustrations and pictures showed their ability to connect and comprehend the text better, which brought the significant improvement in achievement test scores.

5.2.2 Students' Behavior Observations on their Learning Satisfaction

Data gathered through the students' learning behavior observation, which intended to investigate the learning satisfaction in students revealed the high level of satisfaction in reading comprehension skills using Visual Imaginary Strategy. The lessons taught through an integration of Visual Imaginary Strategy made the students more attentive and connected with the text, active and responsive. The students showed a genuine interest in learning by carrying out the assigned task on time and working cooperatively which promoted frequent responses. This clearly indicated that the students were satisfied in using Visual Imaginary Strategy in their reading classes. This finding was in line with the research conducted by Schmidgall et al. (2018), who found out that the learners construct their own knowledge individually or collectively as they engaged themselves in planning, organizing, selection and integration. Similarly, when students visualize, imagine and interpret their understanding, in the form of illustrations and drawings, they could understand the text better. Hence, this helped the students develop self-confidence in them. This finding was in parallel with the Gear (2015) who supported that mental pictures created in the reader's mind enhanced understanding of the text and brings reading to life, increasing the confidence level.

Further, the use of Visual Imaginary Strategy encourages the students to create many mental images in their mind, which is the same as making movies. The students could come up with wonderful drawings and illustrations. Students exhibiting massive interest and curiosity to learn indicated that they possess creativity and imaginative skills. It was due to the presence of satisfaction in using Visual Imaginary Strategy in their reading classes. This finding was in accordance with Antonietti and Colombo (2011); Mertz (2015); Will (2018) who supported that Visual imaginary plays an important role in students' creativity and students showed great enthusiasm when they were asked to visualize, imagine and illustrate the content of the story.

5.2.3 Satisfaction Survey Questionnaire on Students' Learning Satisfaction

The researcher employed the satisfaction survey questionnaires at the end of the study to examine the students' learning satisfaction in using Visual Imaginary Strategy. When the researcher integrated the Visual Imaginary strategy, the students benefited psychologically, as all the four group aspects of satisfaction survey questionnaires were rated "strongly agree" on 5-point Likert scale. It was the clear indication of great learning satisfaction in them.

Amongst the four group aspects, "Creative Development" was rated strongly agree with the highest mean score of 4.96. It proved that the students found Visual Imaginary Strategy as a reading strategy to develop creativity, which helped them to be more creative. The possible reason could be an active involvement of the students in activity and having them the freedom to share feelings on their imagination and visualization through drawings and illustrations. This corresponds to the studies carried out by Mertz (2015) and Jankowska et al. (2019) who support that visualizing will help readers understand the abstract idea, as they Visual Imaginary strategy let them imagine, innovate, create, question and grow. When the lessons were taught using the Visual Imaginary Strategy in teaching the reading comprehension skills, the students had an opportunity to create their images of what and how they visualized the particular scene, characters and events in the story. Similarly, the inclusion of activities such as visualization, imagination and drawing integrated in the study contributed to the

learning satisfaction in students. Since drawing and illustration were goal directed activities, the students' reading comprehension skills enhanced through the organization of knowledge. Students found that, through drawing pictures they understood the story better. This finding was supported by the study conducted by Woolley (2010, p.112) that the learners, who made to draw, were engaged in self-monitoring behavior than those learners who did not draw. The students found the use of Visual Imaginary Strategy an interesting reading strategy and it helped them to be creative. Integration of Visual Imaginary Strategy fostered the creativity in students and enhanced their interest in reading whereby bringing a great learning satisfaction in students. This finding was in line with the study by Mol, Jolles, Eddes, and Bult (2016) that those who visualized and imagined more perceived themselves to be the better readers. Students found visual imagination technique motivational as they were engaged with the reading materials.

5.3 RECOMMENDATIONS

This part discusses recommendations for classroom practice and some thoughts for the future researchers with a purpose to extend the scope of Visual Imaginary Strategy.

5.3.1 Recommendations for Practice

1) Since the use of Visual Imaginary Strategy was found effective in enhancing the reading comprehension skills, the English teachers should apply it as one of the strategies in teaching reading. It will help students develop creative imagination, become wonderful illustrators and most importantly, it will develop the students' understanding of what is beyond the words and the text.

2) English teachers should employ Visual Imaginary Strategy to teach other genres like poems and essays with different grade levels of students.

3) Teachers teaching other subjects like social studies, science, mathematics, history and geography should familiarize and encourage their students to use Visual Imaginary Strategy for predicting, visualizing and imagination. Students will be trained to be a critical thinkers, creative persons and problem solvers. Moreover, by visualizing the contexts of their study, it may help students to retain information for a longer period.

4) The Dzongkha teachers are recommended to use Visual Imaginary Strategy to teach descriptive and narrative essays, poems and stories as these genres are rich in scenes that require interpretations.

5.3.2 Recommendations for Future Research

1) The researcher recommends future researchers to investigate whether this study will bring similar results if used with a larger group of students for a longer period.

2) Future researchers may examine the effectiveness of Visual Imaginary Strategy with other forms of genres like poems and essays.

3) This study has been focused on Grade Four English; future researchers may study with different grade levels and subjects.

REFERENCES

- Acevedo, C.A.M., & Forero, F.F.D. (2016). *The theory of the six readings: Promoting reading comprehension in English as a foreign language*. Retrieved from <https://pdfs.semanticscholar.org/a857/6435154b20e66801794c71d363ef50488bab.pdf>
- AL-Ghazo, A. (2015). The Effects of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordanian University Students. *International Journal of English and Education*, 4 (3), 92-106.
- Algozzine, B., & Douville, P. (2004). Use Mental Imagery Across the Curriculum. *Preventing School Failure: Alternative Education for Children and Youth*, 49(1), 36–39. doi:10.3200/psfl.49.1.36
- Al-Mahrooqi, R., & Denman, C. (2018). An Exploration of the English-Language Habits of Omani University Students. *English Language Education*, 149–159. doi: 10.1007/978-981-13-0265-7_9
- An, S. (2013). Schema Theory in Reading. *Theory and Practice in Language Studies*, 3(1), 130-134. doi:10.4304/tpls.3.1.130-134
- Andrea, Y. A. (2014). *Reading Strategies Used By Beginners in L2*. Retrieved from http://tauja.ujaen.es/bitstream/10953.1/2328/1/2012-02YAdarme_FP.pdf
- Angosto, A., Sánchez, P., Álvarez, M., Cuevas, I., & León, J. A. (2013). Evidence for Top-Down Processing in Reading Comprehension of Children. *Psicología Educativa*, 19(2), 83–88. doi: 10.1016/s1135-755x(13)70014-9
- Annum, G. (2018). *Research Instruments for Data Collection*. Retrieved from https://www.academia.edu/36865594/research_instruments_for_data_colletion
- Antonietti, A., & Colombo, B. (2011). Mental Imagery as a Strategy to Enhance Creativity in Children. *Imagination, Cognition and Personality*, 31(1-2), 63–77. doi:10.2190/ic.31.1-2.g
- Archer, A., & Hughes, A.C. (2011). *Explicit Instruction: effective and efficient teaching*. New York: Guilford Press.

REFERENCES (CONT.)

- Asiri, A., & Momani, M.M. (2017). The effectiveness of Using SQ3R to Teach Reading Skills. *Asian Journal of Education Research*, 5(1), 1-6. Retrieved from <http://www.multidisciplinaryjournals.com/wp-content/uploads/2017/01/full-Paper-The-effectiveness-of-using-SQ3R-to-teach-reading-skills.pdf>
- Atoum, A., & Reziq, M.Q. (2018). Can Mental Imaginary Predicts Reading Comprehension? *Journal of the social sciences*, 1(1), 1-8. Retrieved from https://www.researchgate.net/publication/328191117_Can_Mental_Imagery_Predicts_Reading_Comprehension
- Bengtsson, M. (2016): How to plan and perform a qualitative study using content analysis. *Nursing Plus Open*, 2, 8-14.
- Betaubun, M. (2016). The Implementation of SQ3R Technique in Teaching English to Support Third Class Students' Ability in Reading Comprehension at State Vocational High School in Merauke- Papua Indonesia. *Journal of Culture, Society and Development*, 25, 38-48. Retrieved from: <https://iiste.org/Journals/index.php/JCSD/article/view/34060/35029>
- Bhutan Council for School Examinations and Assessment. (2019). *Launch of Bhutan PISA-D national report*. Retrieved from <http://www.bcsea.bt/index.php/bhutan-pisa-d-national-report/>
- Boerma, I. E., Mol, S. E., & Jolles, J. (2016). Reading Pictures for Story Comprehension Requires Mental Imagery Skills. *Frontiers in Psychology*, 7, 1-10. doi:10.3389/fpsyg.2016.01630
- Bray, M. (1996). *Educational Reform in a small state: Bhutan's New Approach to Primary Education*. Retrieved from <https://web.edu.hku.hk/f/acadstaff/376/IJER-Reform-Bhutan-1996.pdf>
- Bulut, A. (2017). Improving 4th Grade Primary School Students' Reading Comprehension Skills. *Universal Journal of Educational Research*, 5(1), 23-30. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1124667.pdf>

REFERENCES (CONT.)

- Centre for Education Statistics and Evaluation. (2017). *Effective Reading Instruction in the Early Years of Schools*. Retrieved from https://www.cese.nsw.gov.au/images/stories/PDF/Effective_Reading_Instruction_AA.pdf
- Chakrabartty, N. S. (2013). Best Split-Half and Maximum Reliability. *IOSR Journal of Research & Method in Education*, 3(1), 01-08. Retrieved from <http://www.iosrjournals.org/iosr-jrme/papers/Vol-3%20Issue-/A0310108.pdf?Id=6761>
- Chanjaraspong, T. (2017). Acceptance factors for the use of video call via smartphone by blind people. *Kasetsart Journal of Social Sciences*, 38 (1), 81-87.
- Chvalova, K., & Stranovska, E. (2019). Teaching Reading Comprehension in a Creative Way. In B. Lewandowska-Tomaszczyk (Ed.), *Contacts and Contrasts in Educational Contexts and Translation: Second Language Learning and Teaching Contacts & Contrasts in Educational Contexts and Translation. Second Language Learning and Teaching* (pp.85-103). doi: 10.1007/978-3-030-04978-2
- Dahle, C. (2017). *The Effect of Visualization Intervention on Sixth-Grade Special Education Students' Reading Comprehension*. Retrieved from <https://mdsoar.org/bitStream/handle/11603/3919/Dahle%2C%20Caisey%20Effect%20of%20Visualization%20on%20Reading%20Comprehension.pdf?sequence=1&iAllowed=y>
- Dorji, J. (2005). *Quality of Education in Bhutan. The Story of Growth and Change in Bhutanese Education System*. Thimphu, Bhutan; KMT Publisher.
- Draper, D., Fullgrabe, J., & Eden, S. (n.d.). Strategies that Work Visualizing. Workshop 7. [Slide Player]. Retrieved from <https://slideplayer.com/slide/4747139/>
- Dudovskiy, J. (2019). *Research Methodology*. Retrieved from <https://research-methodology.net/sampling-in-primary-data-collection/cluster-sampling/>

REFERENCES (CONT.)

- Duff, D., Tomblin, J. B., & Catts, H. (2015). The Influence of Reading on Vocabulary Growth: A Case for a Matthew Effect. *Journal of Speech Language and Hearing Research, 58*(3), 853. doi: 10.1044/2015_jslhr-1-13-0310
- Duke, N. K., & Pearson, P. D. (2009). Effective Practices for Developing Reading Comprehension. *Journal of Education, 189*(1-2), 107–122. doi: 10.1177/00220057409189001-208
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving Students' Learning with Effective Learning Techniques. *Psychological Science Public Interest, 14*(1), 4–58. doi: 10.1177/1529100612453266
- Emde, M., & Fuchs, M. (2012). *Exploring Animated Faces Scales in Web Surveys: Drawbacks and Prospects, 5*(1), 1-6. Retrieved from <https://www.surveypractice.org/article/3077-exploring-animated-faces-scales-in-web-surveys-drawbacks-and-prospects>
- Fatemipour, H., & Hashemi, M. (2016). The Effect of Cooperative Strategies versus Concept Visualization on Reading Comprehension Ability of Intermediate EFL Learners. *Theory and Practice in Language Studies, 6*(4), 686-692. doi: <http://dx.doi.org/10.17507/tpls.0604.05>
- Gear, A. (2015). *Reading Power, Revised & Expanded Edition*. Markham, Ontario: Pembroke Publishers Limited.
- Glenberg, A. M., & Langston, W. E. (1992). Comprehension of illustrated text: Pictures help to build mental models. *Journal of Memory and Language, 31*(2), 129–151. doi:10.1016/0749-596x(92)90008-1
- Heavenridge, P. (2015). *Literacy Works. Why Read? Reason: Knowledge if Power but Imagination is More Valuable*. Retrieved from <http://www.literacyworks.org/news/2015/5/20/whyread-reason-6-knowledge-is-power-but-imagination-is-more-valuable>

REFERENCES (CONT.)

- Hughes, J. (2017). *Visual Literacy in the English Language Classroom*. Retrieved from <https://ngl.cengage.com/infocus/index.php/2017/01/20/visual-literacy-english-classroom/>
- Ilter, I. (2017). Improving the reading comprehension of primary-school students at frustration level reading the paraphrasing strategy training: A multiple-probe design study. *International Electronic Journal of Elementary Education*, 10(1), 147-161. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1156309.pdf>
- Jankowska, D. M., Gajda, A., & Karwowski, M. (2019). How children's creative visual imagination and creative thinking relate to their representation of space. *International Journal of Science Education*, 41 (8), 1-22. doi:10.1080/09500693.2019.1594441
- Jeanne, B. C. (2016). Assessing reading metacognitive strategy awareness of young children: The reading metacognitive strategy picture protocol. *Language and Literacy*, 18(1), 23-25. Retrieved from <http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=cbe1c472-c3c7-4af1-b4ee-04039118a74a%40sessionmgr4008>
- Johnson-Laird, P. N. (1998). Imagery, Visualization, and Thinking. *Perception and Cognition at Century's End*, 441-467. doi:10.1016/b978-012301160-2/50016-2
- Johnson-Laird, P. N. (2013). Mental models and cognitive change. *Journal of Cognitive Psychology*, 25(2), 131-138. doi:10.1080/20445911.2012.759935
- Jones, S. (2018). *3 Reasons why it is important to plan lessons*. Retrieved from: <https://www.eln.io/blog/3-reasons-lesson-planning>
- Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. New York, NY: Cambridge University Press.
- Kissner, E. (2012). *Visualizing Passages and Assessment*. Retrieved from <https://www.slideshare.net/elkissn/visualizing-passages-and-assessments>
- Lee, M., Bottem, D., & Sanvik, M. (2015). *Strategies*. Retrieved from <https://strategiesforspecialinterventions.weebly.com/visual-imagery1.html>

REFERENCES (CONT.)

- Lhamu, C. (2016). *Unintended forces that shape youth value: A theoretical analysis of the implicit messages in the structure and processes of school education shaping youth development*. Retrieved from drukjournal.bt/unintended-forces-that-shape-youth-values-a-theoretical-analysis-of-the-implicit-messages-in-the-structure-and-processes-of
- Li, X. (2016). *Constructivism Learning: A Learning Paradigm for Transparent Predictive Analytics*. Retrieved from <https://search.proquest.com/pqtgobal/docview/2027467481/E22CDA25A2934594PQ/1?accd=34292>
- Luo, H. (2018). *Attitudes towards Chinese Language Learning: A case of Thai Senior High School Students at a Private School in Bangkok* (Unpublished Master's thesis). Rangsit University, Thailand.
- Makarova, L. E., & Varaksa, M., A. (2017). Education Process Visualization in Metacognitive Development and Sustainability. *International Journal of Cognitive Research in Science, Engineering and Education*, 5(2), 1-11. Retrieved from https://www.academia.edu/37494638/education_process_visualization_in_metacognitio_development_and_sustainability
- Mckim, A.C. (2017). The value of Mixed Methods Research: A Mixed Methods Study. *Journal of Mixed Methods Research*, 11 (2), 202-222. Retrieved from <http://didier-jourdan.com/wp-content/uploads/2017/04/MM-and-Graduates-students-pdf>
- Mendez, C. E. L., & Lliviganay, L. M. (2017). *The use of Bottom-up and Top-down Processing as an EFL Teaching Tool Based on Schema Theory to Develop Reading Skills in 9th Graders at Técnico Salesiano High School in Cuenca*. Retrieved from <http://dspace.ucuenca.edu.ec/bitstream/123456789/2793/1/Tra-bajo%20de%20titulaci%C3%B3n.pdf>
- Mertz, K. (2015). *Visualization: Creative and Critical Thinking strategy (PowerPoint Slides)*. Retrieved from <http://prezi.com/skdxbdbpqqgd/visualization-a-creative-and-critical-thinking-strategy/>

REFERENCES (CONT.)

- Mitchhell, R. (2011). *English Curriculum Framework (Bhutan)*. Retrieved from https://www.academia.edu/6247425/English_Curriculum_Framework_Bhutan
- Moffett, J. (1968). *Teaching the universe of discourse*. Boston, Massachusetts: Houghton Mifflin Company.
- Moghadam, H. R. H., & Davoudi, M. (2015). Critical Review of the Models of Reading Comprehension with a Focus on Situation Models. *International Journal of Linguistics*, 7(5), 172. doi:10.5296/ijl.v7i5.8357
- Mohajan, H. (2017). *Two Criteria for Good Measurements in Research: Validity and Reliability* (MPRA Paper No. 83458). Retrieved from https://mpra.ub.uni-muenchen.de/83458/1/MPRA_paper_83458.pdf
- Mol, E.S., Jolles, J., Eddes, B.V.T., & Bult, K.M. (2016). Early adolescents' and their parents' mental imagery in relation to perceived reading competence. *Journal of Research in Reading*, 39(3), 253–267. doi:10.1111/1467-9817.12045
- Morin, A. (2019). *Understanding the Value of Decoding Skills for Students*. Retrieved from <https://www.verywellfamily.com/what-are-decoding-skills-620853>
- Ngabut, N. M. (2015). Reading Theories and Reading Comprehension. *Journal on English as a Foreign Language*, 5(1), 25-36. Retrieved from <http://e-journal.iain-palangkaraya.ac.id/index.php/jefl/article/view/89/613>
- Pardede, P. (2017, June). *A Review on Reading Theories and its Implication to the Teaching of Reading*. Paper presented in English Department Bimonthly Forum of EEDFKIP-UKI, Jakart. Retrieved from https://www.researchgate.net/publication/321228081-A_Review_on_Reading_Theories_and_its_Implication_to_the_Teaching_of_Reaing
- Pokhrel, N. (2015). *MoE's reading mission*. *KuenselOnline*. Retrieved from <http://www.kuenselonline.com/moes-reading-mission/>

REFERENCES (CONT.)

- Rai, H. (2017). *The effects of directed reading activity to enhance reading comprehension skills of grade eight students in Bhutan* (Unpublished Master's thesis). Rangsit University, Thailand.
- Reading Educator. (2005-2019). *Visual Imaginary Strategy*. Retrieved from <http://www.readingeducator.com/strategies/visual.htm>
- Rinzin, C. Y. (2019). *Students learning without understanding*. Retrieved from kusenseonline website: <http://www.kuenselonline.com/students-learning-without-understanding/>
- Royal Education Council (2015). *English Curriculum Framework, PP-IX*. Retrieved from <https://rec.gov.bt/framework-and-manuals/>
- Royal Education Council. (2018). *English, Teacher's Guide Class IV*. Paro, Bhutan: author.
- Salem, S.M.A.A. (2016). Scaffolding Reading Comprehension Skills. *English Language Teaching*, 10(1), 97-111. doi:10.5539/elt.v10n1p97
- Sari, P.D. (2016). An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills. *Journal of Linguistics and Language Teaching*, 3 (1), 1-20. Retrieved from <http://ejournal.iainbengkulu.ac.id/index.Php/linguists/article/view/102>
- Sarlina, N. (2018). Students' Ability in Reading Comprehension of the Second Grade at SMP13. *ETERNAL (English Teaching Journal)*, 9(1), 34-48. Retrieved from <http://journal.ugris.ac.id/index.php/eternal/article/view/2409/1830>
- Schmidgall, S. P., Eitel, A., & Scheiter, K. (2018). Why do learners who draw perform well? Investigating the role of visualization, generation and externalization in learner-generated drawing. *Learning and Instruction*, 60, 138-153. doi:10.1016/j.learninstruc.2018.01.006
- Schnotz, W. (2002). Towards an Integrated View of Learning from Text and Visual Display. *Educational Psychology Review*, 14(1), 101-120. Retrieved from: <https://link.springer.com/article/10.1023/A:1013136727916>

REFERENCES (CONT.)

- School Exam Committee (2018). *Document of School Annual Performance Report*. Trashy Yangste, Bhutan: Trashy Yangtse Lower Secondary School.
- Sharil, R. M. (2015). *Validity and Reliability of a Research Instrument*. Retrieved from [https://www.slideshare.net/razifshahril/8-validity-and-reSearch-instruments-54665082](https://www.slideshare.net/razifshahril/8-validity-and-reliability-of-reSearch-instruments-54665082)
- Shea, M., & Ceprano, M. (2017). Reading with Understanding: A Global Expectation. *Journal of Inquiry & Action in Education*, 9(1), 48-68. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1158259.pdf>
- Sobrepena, Y. T. (2011). *The research instruments*. Retrieved from <https://www.slideshare.net/argellee/the-research-instruments>.
- Spakov, O., Sirrtola, H., Istance, H., & Raiha, J. K. (2017). Visualizing the Reading Activity of People Learning to Read. *Journal of Eye Movement Research*, 10(5), 1-12. Retrieved from <https://pdfs.semanticscholar.org/0474/a8d6f86c6d28c808613851d9beba8898280a.pdf>
- Srisang, P. (2017). *Influence on Inferential Skills on Reading Comprehension Ability of Adult Thai (L1) and English (L2) Students* (Doctoral dissertation, University of Canterbury). Retrieved from <https://pdfs.semanticscholar.org/4c72/b8ceb0f3ba4325272e1c9a48b824f05ce708.pdf>
- Stange, M., Barry, A., Smyth, J., & Olson, K. (2016). Effects of Smiley Face Scales on Visual Processing of Satisfaction Questions in Web Surveys. *Social Science Computer Review*, 36 (6), 1-11. Retrieved from https://www.researchgate.net/publication/309470544_Effects_of_Smiley_Face_Scales_on_Visual_Processing_of_Satisfaction_Questions_in_Web_Surveys
- Syahfuttra, W. (2017). Improving Students' Reading Comprehension by Using SQ3R Method. *Journal of Language Teaching*, 8(2), 133-140. Retrieved from <http://ejournal.uin-suska.ac.id/index.php/jealt/article/view/5074>

REFERENCES (CONT.)

- Tavakol, M., & Dennick, R. (2011). Making Sense of Cronbach's Alpha. *International Journal of Medical Education*, 2, 53-55. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4205511/>
- Thinley, D., & Maxwell, W.T. (2013). The Role of English in Culture Preservation in Bhutan. *Journal of Bhutan Studies*, 28, 1-29. Retrieved from http://www.bhutanstuies.org.bt/publicationFiles/JBS/JBS_Vol28/JBS28-1.pdf
- Thompson, W. L., Hsiao, Y., & Kosslyn, S. M. (2011). Dissociation between visual attention and visual mental imagery. *Journal of Cognitive Psychology*, 23(2), 256–263. doi:10.1080/20445911.2011.477810
- Tran, N.Q. T. (2015). *Critical Reading: A Guidebook for Postgraduate Students*. Hue University, Vietnam: Hue University Publishing House.
- Trigueros, R. (2017). Quantitative and Qualitative Research Instruments. *Research Tools. English Language Department*. Retrieved from https://www.researchgate.net/publication/323014697_qualitative_and_quantitative_research_instruments_research_tools
- Turner, R.C., & Carlson, L. (2003). Indexes of Item- Objectives Congruence for Multi-dimensional Items. *International Journal of Testing*, 3(2), 163-171.
- University of Kansas Center for Research on Learning (2014). *The Visual Imaginary Strategy*. Retrieved from: <https://slideplayer.com/slide/14753602/>
- Ursyn, A. (2018). *Knowledge Visualization as Teaching Tool*. In *Visual Approaches to Cognitive Teaching Integration*. University of North Colorado, USA: IGI Global.
- Van Woudenberg, R. (2018). Reading as a source of knowledge. *Syntheses, An International Journal for Epistemology, Methodology and Philosophy of Science*, 11229, 1-20. Retrieved from <https://doi.org/10.1007/s11229-018-02056-x>
- Wangmo, K. (2018). *The use of mind mapping technique to enhance descriptive writing skills of grade four Bhutanese students* (Unpublished Master's thesis). Rangsit University, Thailand.

REFERENCES (CONT.)

- Weih, T. G. (2018). *Teaching Reading Comprehension to Students in Grades 4-6*. Retrieved from <https://files.eric.ed.gov/fulltext/ED590429.pdf>
- Will, J. (2018). Visualization Techniques to Support Students' Reading Comprehension. *School of Education Student Capstone Projects*, 269, 1-46. Retrieved from https://digitalcommons.hamline.edu/cgi/viewcontent.cgi?article=1255&Context=hse_cp
- Wilson, D. (2014). *Brain Movies: When Readers Can Picture It, They Understand It*. Retrieved from <https://www.edutopia.org/profile/donna-wilson>
- Wisdom, J., & Creswell, J.W. (2013). *Mixed Methods: Integrating Quantitative and Qualitative Data Collection and Analysis While Studying Patient-Centered Medical Home Models*. Rockville, MD: Agency for Healthcare Research and Quality.
- Woolley, G. (2010). Developing reading comprehension; combining visual and cognitive processes. *Australian Journal of Language and Literacy*, 33(2), 108-125. Retrieved from <https://www.alea.edu.au/documents/item/1049>
- Woolley G. (2014) Using Visualization and Imagery to Enhance Reading Comprehension. In G. Barton. (Eds.), *Literacy in the Arts* (pp. 215-234). University of the Sunshine Coast, Queensland, Australia: Springer international Publishing.
- Xallzin. (2016). *Constructivism in Education*. Retrieved from <https://seanmuphy17blog.wordpress.com/2016/03/28/constructivism-in-education/>
- Yezer, Y. (2016). *Education Policy Reforms in Bhutan*. Retrieved from http://vbn.aau.dk/files/252015092/PHD_Yezer_Yezer_E_pdf.pdf
- Yilmaz, K. (2008). Constructivism: Its Theoretical Underpinnings, Variations, and Implications for Classroom Instruction. *Journal of Educational Horizon*, 86, 168-172. Retrieved from https://www.researchgate.net/publication/234136668_Constructivism_Its_Theoretical_Underpinnings_Variations_and_Implications_for_Classroom_instruction

REFERENCES (CONT.)

- Zhang, C. (2010). The Teaching of Reading Comprehension under the Psychology Schemata Theory. *Journal of Language Teaching and Research*, 1(4), 457-459.
Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?>



APPENDICES



The logo of Rangsit University, featuring a stylized flame or sunburst design at the top, with a circular arrangement of rays below it.

APPENDIX A
LETTERS OF APPROVAL

มหาวิทยาลัยรังสิต Rangsit University



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་སློབ་ཁག་ལྷན་ཁག་།
Ministry of Education
Department of School Education
School Planning and Coordination Division



DSE/SPCD/SLCU(2.1)/2019/1645

August 2, 2019

The Principal
 All the Participating School(s)

Subject: Approval to conduct research and collect data for M.Ed. Theses

Dear Sir/Madam,

The following group of teachers are currently undergoing MEd Program in Curriculum and Instruction at Suryadhep Teachers College in Rangsit University, Thailand. As part of the study program, they will be collecting data from the students and teachers for their research project from August 5 through September 30, 2019.

SLNO	NAME	RESEARCH TITLE	RESEARCH SCHOOL
1	Chhimi Dorji	The Use of Project-Based Learning on Understanding Scientific Concepts of Grade 6 Bhutanese Students	Tenchooling Primary School, Wangdue Phodrang
2	Buddha Singh Tamang	Application of Content and Language Integrated Learning (CLIL) Approach for English Learning of Secondary School Bhutanese Students	Punacha Central School, Punacha
3	Cheki Wangmo	The Use of Numerical Based Together (NBT) on the Learning Achievement of Bhutanese 6 th Grade Students in Science	Tongmijungsa Primary School, Trashiyangtse
4	Darber Singh Mongar	The Use of Animated Movies to Enhance Narrative Writing Skills of Grade 6 Bhutanese ESL Students.	Gaseo Central School, Wangdue Phodrang
5	Lhadon	The Use of Visual Imaginary Strategy to Enhance English Reading Comprehension Skills of Grade Four Bhutanese Students	Trashiyangtse Lower Secondary School, Trashiyangtse
6	Namkha Wangdi	Motivation Among ESL Learners: An Investigation Study of Grade 12 Students in Bhutan.	Khemling Higher Secondary School and Orong Central School, Samdrup Jongkhar
7	Norbu Kezang	The Application of Place-based Inquiry Approach on Grade 6 Bhutanese Students in Learning Environmental Science.	Uzorong Central School, Tashigang
8	Pema Wangzom	The Use of Graphic Organizers in Teaching History to Grade 7 Students in Bhutan	Dekiling Middle Secondary School, Sarpaang
9	Tenzin Jamtsho	The Effect of Using Games Incorporating Manipulatives in Geometry for Grade 6 Students in Trashiyangtse, Bhutan	Trashiyangtse Lower Secondary School, Trashiyangtse
10	Isabring Dankar	Teachers' Perception of Early Childhood Care and Development Centers: Effects on Pre-Primary students in Bhutan	Pero Dzongkhag Schools

In this regard, you are kindly requested to facilitate them to collect data as per their schedule with minimal disruption to instructional time of the school.

Thanking you

Sincerely yours,


 (Kinley Gyeltshen)
 Chief Program Officer

Copy to:
 1. Chief DEO, Dzongkhag Administration, for kind information.



བགྲིས་གཡང་ཅེ་འབྲིང་རིམ་སློབ་གྲྭ་འོག་མ།
TRASHIYANGTSE LOWER SECONDARY SCHOOL
TRASHIYANGTSE DZONGKHAG



Sherig/TYLSS/(41)/2019/ 2659

Date: 30 August, 2019

The Dean
Faculty of Education
Rangsit University
Thailand.

Subject: Completion of Data Collection M.Ed. Thesis

Dear Madam,

Mrs. Lhadon who is currently undergoing M.Ed Program in Curriculum and Instruction at Suryadhep Teachers College in Rangsit University, Thailand has completed data collection for her research project at Trashiyangtse Lower Secondary School from 5th – 30th August, 2019.

(Phashi Phuntshe)

Principal

Trashiyangtse Lower Secondary School
Trashiyangtse Dzongkhag



The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต" and "Rangsit University" is written in a semi-circle below the logo.

APPENDIX B
CONTENT OF THE STUDY

มหาวิทยาลัยรังสิต Rangsit University

Title: The Serpent's Bride

Author: Kusum Kapur

Genre: Folktale

Once long ago, in southern Lho Mon, there dwelt a wealthy farmer and his seven daughters. The youngest, Sonam Lhamo, was the most beautiful of them all.

Strange as it may seem, six of the girls were successively named after the days of the week. When the first child was born the farmer's wife insisted on naming her Nyima or Sunday. The second was called Dawa, then came Mikmar, Lhakpa, Phurbu and Pasang. Then after the birth of the last child his wife suddenly died, and the naming of his youngest daughter fell upon the wealthy farmer. He named her Sonam Lhamo, goddess of fortune.

The names of the six older girls, had, over the years, caused much laughter in the village. And when Sonam Lhamo was born, the teasing continued as her name seemed so incongruous. The father ignored the jokes which were directed at his family; anyway, there was nothing he could do about it. He was far too busy with the task of raising his seven daughters.

The farmer's work took him, from time to time, to the neighboring villages. Once he had to go farther north, to the Valley of Ha, to buy two oxen. For two whole days he travelled on horseback. And after having successfully accomplished his work, he decided to return home by a shorter, but unfamiliar route. He had to travel slowly, hampered as he was by the oxen which followed behind him.

The farmer rode for miles and miles through bare, rocky country. Then, to his relief, he came, by chance, upon a lake surrounded by lush green grass and shady trees. Near the lake stood a magnificent mansion, and to the right of the mansion was an orchard. The farmer was very pleased with his discovery. He quickly released the animals and went to investigate. The trees were laden with large, ripe, juicy fruit of various kinds. He broke as much of the fruit as he could and tied them all into his blanket. Suddenly he heard a sharp piercing voice.

'What are you doing in my orchard?' it demanded.

The bewildered farmer looked around, but saw no one. 'I am here, in the apple tree,' said the voice.

The farmer looked up into the tree and was horror-stricken! He saw a serpent, the largest he had ever seen. Part of its gigantic body was coiled around the trunk of the tree, while the rest curled around the lowest branch. The serpent's black, beady eyes glistened as it stared at the guilty farmer; and its long, forked tongue flicked in and out of its mouth as it spoke.

'Who gave you permission to break my fruit?' asked the snake.

'There is so much fruit here; I saw no harm in taking some home to my daughters,' he said apologetically.

'Well,' the serpent replied, 'since you have taken my fruit, it is right that you pay for it.'

'Gladly,' said the farmer, 'you may have my oxen or my horse, whichever you wish.'

'What would I do with your oxen or your horse, I have no need of them. I will tell you what I want. You can give me one of your daughters in marriage, instead.'

'What,' gasped the wretched man, 'I cannot give you any of my daughters!'

'Then, I have no alternative but to eat you.'

'Give me time to think this over,' begged the confused farmer.

'When the moon is full, you will return with one of your daughters. The one you bring will be my bride.' Saying this the serpent slithered down from the tree and disappeared into the mansion.

As he journeyed homewards the distracted father was in a dilemma. Either he or one of his daughters would have to be sacrificed. The snake had made that quite clear.

The seven girls greeted their father affectionately when he reached home, and were eager to know what he had brought back from his travels. They were all excited when he opened the bundle and showed them the fruit.

'Wait,' he said, 'there are certain conditions attached to the fruit.'

'Here you are, Nyima,' he offered his eldest daughter a large red apple, 'you may have this, if you agree to marry the serpent who owns the orchard where this apple came from.'

'I do not want the fruit, Father, nor do I wish to be a serpent's bride,' she cried. And she gave the fruit a look of disgust as she left the room. The other sisters quickly followed. Sonam Lhamo, alone remained behind.

‘What is the matter, Father?’ she asked gently. ‘Why does one of us have to marry a serpent?’

Then her father explained, as briefly as possible, how he had come by the fruit and the promise he had made.

‘So you see, my child, this demon, for he cannot be anything else, holds me to my promise. When the moon is full he must receive his bride or my life will be forfeit.’

‘You have nothing to fear,’ consoled the girl, ‘I will be his bride.’

The father protested, but Sonam Lhamo would not be dissuaded. So on the night of the full moon, the macabre wedding was celebrated. Only the bride, the groom and the bride’s father were present. And after the ceremony the lovely Sonam Lhamo dwelt in the mansion as the serpent’s wife.

Sonam Lhamo was lonely in the days that followed. She saw little of her husband. He remained in the orchard all day, and at night he retired silently to his private chamber. Then unexpectedly, on the night of the full moon, the serpent glided out of the mansion and did not return until the early hours of the morning.

Sonam Lhamo’s curiosity was aroused. On the night of the next full moon, she followed her husband at a safe distance. There on the shores of the Singye Tsho, the Lion’s Lake, he stopped and, without hesitation, entered the water. From behind the safety of a tree, Sonam Lhamo watched fascinated as her husband emerged from the lake. Before her, in the moonlight, stood a handsome young prince. In his hands he held the skin of the serpent. Swiftly he hid the skin under some bushes and vanished into the darkness.

The following full moon night, Sonam Lhamo went once again to the lake and watched her husband as he emerged from the water and stepped out on to the shore. No sooner had he hidden the snake skin than he disappeared once again. Without hesitation Sonam Lhamo darted forward, seized the gruesome reptile skin and ran home. There on the hearth, she raked the embers and burned it.

At dawn, her husband returned to the mansion. Sonam Lhamo’s heart was filled with gladness as she went to greet the handsome young man she had married. But the anger on his face frightened her.

‘What have you done with the snake skin?’ he asked furiously.

‘I have burnt it,’ came the quick reply.

‘Do you know what you have done?’ he accused. ‘When you took the skin didn’t you realize I was under a spell?’

‘I did not know,’ she whispered, sorrowfully.

‘You must have known when you saw me come out of the lake,’ protested the young prince. ‘There was no need for you to burn the skin. If you had waited patiently for the next full moon, the spell would have broken. And I would have revealed myself to you. You have ruined all chances of our happiness. Now I shall never be able to return to my father’s kingdom. We will have to spend the rest of our lives in this mansion!’

There, I suppose, they lived happily for many years. And if, at times, Sonam Lhamo regretted her hasty action, we really cannot blame her, for she had lost the only opportunity she ever had of becoming a real princess and living in a beautiful castle with her handsome prince.



The image features a large, faint watermark of the Rangsit University logo in the center. The logo consists of a stylized flame or sunburst shape at the top, with a circular base made of radiating lines. Below the logo, the university's name is written in Thai and English: "มหาวิทยาลัยรังสิต Rangsit University".

APPENDIX C
LEARNING ACHIEVEMNET TEST

Learning Achievement Test

Subject: English

Maximum marks 25

Class IV

Duration: 1 hour

Student No.....

Direction: Read the following sentences carefully and draw pictures in the space provided.

Question 1. Read, Visualize, Imagine and Draw (12 marks)

a)

<p>Long ago, there lived a rich farmer and his seven daughters. Six of the girls were named after the days of the week. Eldest was Nyima or Sunday, second was called Dawa, and then came Mikmar, Lhakpa, Phurbu and Pasang. The youngest, Sonam Lhamo, was the most beautiful of them all. However, the people in the village made fun of their names.</p>	<p>These are the pictures I see in my mind.....</p>
---	---

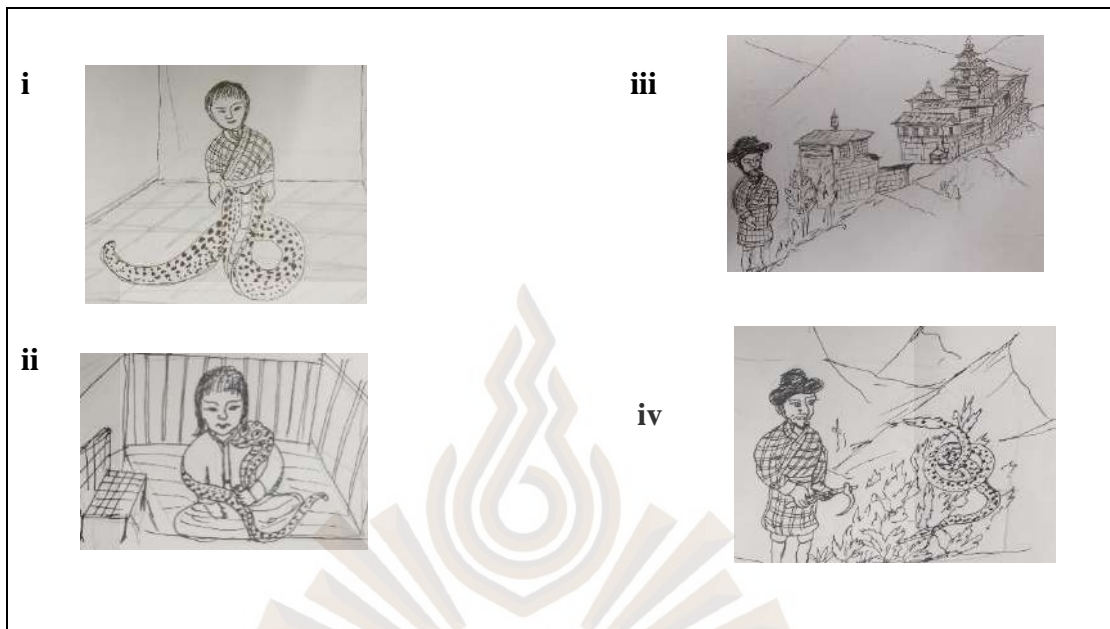
b)

<p>The farmer came upon a lake surrounded by plenty of green grass and shady trees. Near the lake stood beautiful castle, and to the right of the castle was an orchard.</p>	
--	--

c)

<p>The farmer was very pleased with what he saw. The trees had with large, ripe, juicy fruit of various kinds. He broke as much of the fruit as he could and tied them all into his blanket.</p>	<p>These are the pictures I see in my mind.....</p>
--	---

Question 2. Rearrange the following pictures in order according to events in the story. Write the numbers in the space provided. (4 marks)



Ans.....

Question 3 Choose the most correct pictures for the following phrases and write the number provided in the space. (4 marks)

a. Forked tongue



Ans.....

b. Magnificent mansion



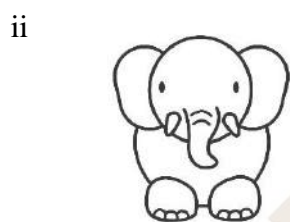
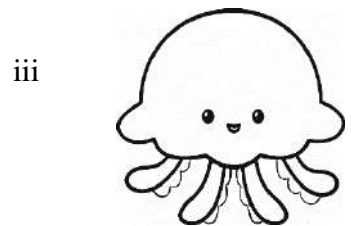
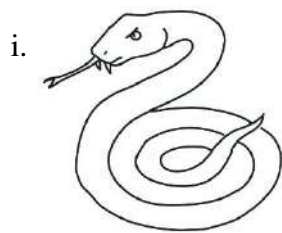
Ans.....

c. Horror-stricken



Ans.....

d. Large beady eyes



Ans.....

Question 4

Short Answer Questions (5marks)

Answer the following questions in the space provided

1. Which of the daughters do you like the most in the story? Why? (3m)

Ans.....
.....

2. What did you learn from the story? (2m)

Ans.....
.....

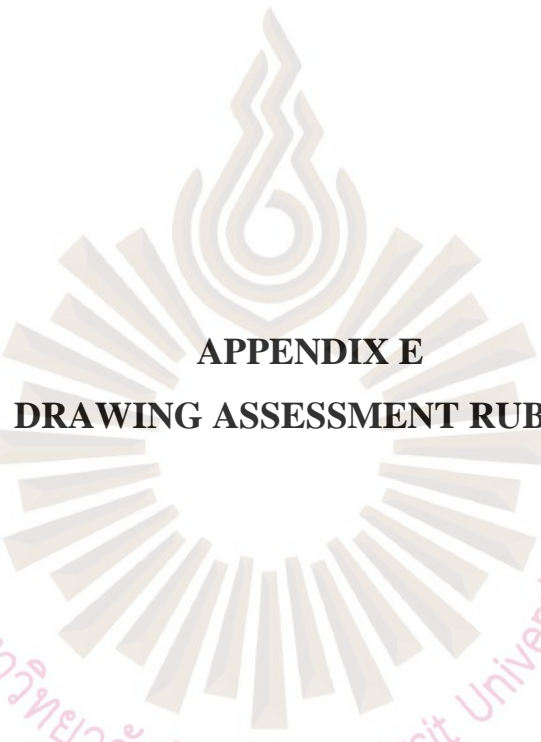


APPENDIX D

IOC OF LEARNING ACHIEVEMENT TEST

Item Objective Congruence for Students' Learning Achievement Test by Experts

Item no	Expert 1	Expert 2	Expert 3	IOC	Remarks
Questions 1					
a)	+1	+1	+1	1	Congruent
b)	+1	+1	+1	1	Congruent
c)	+1	+1	+1	1	Congruent
Question 2	+1	+1	+1	1	Congruent
Question 3					
a)	0	+1	+1	0.67	Congruent
b)	+1	+1	+1	1	Congruent
c)	+1	+1	+1	1	Congruent
d)	+1	+1	+1	1	Congruent
Question 4					
a)	+1	+1	+1	1	Congruent
b)	+1	+1	+1	1	Congruent
Total Value				0.97	Congruent



APPENDIX E

DRAWING ASSESSMENT RUBRIC

มหาวิทยาลัยรังสิต Rangsit University

Rubrics to assess the drawing for Question 1(a, b and c)

Criteria	Score	Description
Exceeds expectations	4	The drawing shows a clear understanding of the passage by including both literal and inferential components.
Meets expectations	3	The drawing shows understanding of the passage by including most of the literal and some inferential components.
Working toward expectations	2	The drawing shows a basic understanding of the passage by including literal components.
Does not meet expectation	1	The drawing does not show any understanding of the passage.

Sample rubric adopted from <https://www.slideshare.net/elkissn/visualizing-passages-and-assessments>



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a stylized flame or sunburst shape at the top, with a circular base containing radiating lines. Below the logo, the university's name is written in Thai and English: "มหาวิทยาลัยรังสิต Rangsit University".

APPENDIX F

IOC OF DRAWING ASSESSMENT RUBRIC

Item Objective Congruence for Students' Drawing Assessment Rubric by Experts

SL NO	Objectives	Experts			IOC	Remarks
		1	2	3		
1	Exceeds expectations(4) The drawing shows a clear understanding of the passage by including both literal and inferential components.	+1	+1	+1	1	congruent
2	Meets expectations(3) The drawing shows understanding of the passage by including most of the literal and some inferential components	+1	+1	+1	1	congruent
3	Working toward expectations(2) The drawing shows a basic understanding of the passage by including literal components	+1	+1	+1	1	congruent
4	Does not meet expectation (1) The drawing does not show any understanding of the passage.	+1	+1	+1	1	congruent
Total Value					1	congruent

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a stylized flame or sunburst at the top, a circular emblem with radiating lines in the middle, and the university's name in Thai and English at the bottom.

APPENDIX G
STUDENTS' LEARNING BEHAVIOUR OBSERVATIONS

มหาวิทยาลัยรังสิต Rangsit University

Students' Learning Behavior Observation Sheet

No	Learning Behaviors	Frequently	Some- times	Rarely	Remark
Part I Students' attention and interest					
1	Exhibit on-task behavior, following the teacher's instructions and completing the assigned tasks.				
2	Respond when asked to give verbal, written, or action responses.				
3	Work productively with peers or team members: completing tasks, listening to peers and staying on-task.				
4	Displays a genuine interest in learning by carrying out the assigned task on time.				
5	Accepts feedback on performance and acknowledges the friends and teacher for the changes made.				
6	Students completes on assigned tasks on time.				
Part II Students' confidence in visualizing and drawing pictures using visual imaginary strategy.					
1	Students can imagine and draw pictures that show the key elements of character, setting and events in story.				

No	Learning Behaviors	Frequently	Some-times	Rarely	Remarks
2	Students can draw pictures that include emotional images such as sad, happy, angry or afraid, etc. related to the story.				
3	Students can share their visualization through oral explanation while reading.				
4	Students can use few words and adjectives to make personal connection.				
5	Students make good use of visual imaginary strategy while reading a story.				
6	Students can draw pictures of what happens in the beginning, middle and at end of the story, in a sequence, which represents whole the story.				
7	Students can visualize independently while reading.				
8	Students do not have difficulties in visualizing and drawing pictures.				

Adapted from: Archer & Hughes (2011) and Gear (2015)

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a stylized flame or sunburst shape at the top, with a circular base made of radiating lines. Below the logo, the university's name is written in Thai script and English.

APPENDIX H

IOC OF STUDENTS' LEARNING BEHAVIOUR OBSERVATIONS

มหาวิทยาลัยรังสิต Rangsit University

**Item Objective Congruence for Students' Learning Behavior Observation Items
by Experts**

No	Learning Behaviors	Experts			IOC	Remarks
		1	2	3		
Part I Students' attention and interest						
1	Exhibit on-task behavior, following the teacher's instructions and completing the assigned tasks.	+1	+1	+1	1	Congruent
2	Respond when asked to give verbal, written, or action responses.	+1	+1	+1	1	Congruent
3	Work productively with peers or team members: completing tasks, listening to peers and staying on-task.	+1	+1	+1	1	Congruent
4	Displays a genuine interest in learning by carrying out the assigned task on time.	+1	0	+1	0.67	Congruent
5	Accepts feedback on performance and acknowledges the friends and teacher for the changes made.	0	+1	+1	0.67	Congruent
6	Students completes on assigned tasks on time.	+1	+1	+1	1	Congruent
Part II Students' confidence in visualizing and drawing pictures using Visual Imaginary Strategy						
1	Students can imagine and draw pictures that show the key elements of character, setting and events in story.	+1	+1	+1	1	Congruent

No	Learning Behaviors	Experts			IOC	Remarks
2	Students can draw pictures that include emotional images such as sad, happy, angry or afraid, etc. related to the story.	+1	+1	+1	+1	Congruent
3	Students can share their visualization through oral explanation while reading.	+1	+1	+1	+1	Congruent
4	Students can use few words and adjectives to make personal connection.	0	+1	+1	+1	Congruent
5	Students make good use of visual imaginary strategy while reading a story.	+1	0	+1	0.67	Congruent
6	Students can draw pictures of what happens in the beginning, middle and at end of the story, in a sequence, which represents whole the story.	+1	+1	+1	1	Congruent
7	Students can visualize independently while reading.	+1	0	+1	0.67	Congruent
8	Students do not have difficulties in visualizing and drawing pictures.	0	+1	+1	0.67	Congruent
Total Value					0.85	Congruent





















































APPENDIX I

SATISFACTION SURVEY QUESTIONNAIRE

STUDENTS' SATISFACTION SURVEY QUESTIONNAIRE

The survey questionnaires with smiley faces will be administered to the Grade Four students to find out the learning satisfaction. The use of smiley face scales expresses the degree of a satisfaction, without even requiring reading and understanding by the respondents (Stange, Barry, Smyth & Olson, 2016). A five –point Likert scale system will be used for each expression of smiley faces, ranging from 5 to 1. (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree. Students will be asked to read the each item carefully and put a tick mark below the smiley faces.

Sl. no	Items	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1	Visual imaginary strategy is an interesting reading strategy.					
2	It keeps me active in the classroom.					
3	It is easy to use in reading story.					
4	It helps to remember what I have read.					

Sl. no	Items	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
5	It helps me to describe the actions, characters and setting in the story.					
6	Drawing pictures helps me to understand the story better.					
7	It encourages me to read more.					
8	It helps me to write better answers.					
9	It will be used in other subjects as well.					
10	Imagination helps me to be a creative person.					



APPENDIX J
IOC OF SATISFACTION SURVEY QUESTIONNAIRE

Item- Objective Congruence for Students' Satisfaction Survey Questionnaire by Experts

SI No	Items	Experts			IOC	Remarks
		1	2	3		
1	Visual imaginary strategy is an interesting reading strategy.	+1	+1	+1	1	Congruent
2	It keeps me active in the classroom.	+1	+1	+1	1	Congruent
3	It is easy to use in reading story.	+1	+1	+1	1	Congruent
4	It helps to remember what I have read.	+1	+1	+1	1	Congruent
5	It helps me to describe the actions, characters and setting in the story.	+1	+1	+1	1	Congruent
6	Drawing pictures helps me to understand the story better.	+1	+1	+1	1	Congruent
7	It encourages me to read more.	+1	+1	+1	1	Congruent
8	It helps me to write better answers.	+1	+1	+1	1	Congruent
9	It will be used in other subjects as well.	+1	+1	+1	1	Congruent
10	Imagination helps me to be a creative person.	+1	+1	+1	1	Congruent
Total Value					1	Congruent

The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it, a series of radiating lines form a circle. The text 'มหาวิทยาลัยรังสิต' is written in Thai script along the bottom left arc, and 'Rangsit University' is written in English along the bottom right arc.

APPENDIX K
LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Lesson Plans

Lesson Plan No.1

Grade: Four

Class Strength:

Subject: English

Time: 80 minutes

Topic: Introduction of Visual imaginary Reading strategy

Previous Knowledge of the students:

Learning Materials; charts, markers, cello tape, crayons, worksheets and handouts, projector

Lesson Objectives:

At the end of the lesson, each student should be able to:

- define visual imaginary strategy in their own understanding.
- discuss the benefits of using visual imaginary strategy.
- use visual imaginary skills to represent the content of the story in pictures form from the model topic “Friends to The Rescue”

Lesson Introduction (10 minutes)

(Brief introduction and exchange of greeting). To introduce the lesson topic, tr. will ask the following questions:

- Have you ever imagined being one of the characters in the story?
- Has anyone of you imagined and visualized how the setting, characters and actions in the story look like?
- Have you ever tried to draw pictures to tell the story? Then the teacher introduces the two very terms ‘visual and imaginary’ by giving some related examples.

Lesson development (30 minutes)

Tr. displays a chart with pictures drawn from them to guess the title of the story. Let them discuss about pictures that tells the story. Then the teacher displays the chart

containing definition and importance of visual imaginary strategy on the board. Explain and discuss through question and answer session.

Activity 1 (20 minutes)

Then the teacher uses the story “Friends to The Rescue” as a model demonstration to introduce the stepwise visualization.

1. Read few paragraphs of the story and pause for a moment to discuss about what the teacher visualizes and imagines. Show pictures, ask them whether pictures convey, and meaning or not.
2. Let the students read next two or three paragraphs and have them work in teams to discuss about what each of them have imagined and visualized. In sheet of paper provided to them, ask them to draw pictures to the story.
3. Have the students use the chart shown below to read, visualize, draw and share.

When I read the story, I see these pictures in my mind...		
<ul style="list-style-type: none"> • In beginning of the story 	<ul style="list-style-type: none"> • In middle of the story 	<ul style="list-style-type: none"> • At the end of the story

Note: teacher walks around monitoring the activity and providing necessary support.

Follow up of the activity (10 minutes)

One member from each team will show the pictures they have come up with and share with rest of the friends. They will exchange the pictures and further discuss and come to conclusion to confirm the story.

Lesson Closure (10minutes)

Summarized the lesson learnt through question and answer session. Clarify the doubts if any by giving some more examples. Ask any volunteers to share what they learnt

from the day's lesson and inform them that their next topic "The Serpent's Bride" will be more fun and interesting.

Lesson Plan No.2

Grade: Four	Class Strength:	Subject: English
Period:	Date:	Time: 80 minutes
Topic: Learning new vocabulary from "The Serpent's Bride".		
Previous Knowledge of the students: basic concepts and benefits of visual imaginary strategy		
Learning Materials; flash, dictionary, text		

Lesson Objectives:

At the end of the lesson, each student should be able to:

- read the new vocabulary with correct pronunciation
- find the contextual meaning using the dictionary
- identify at least three picture words from the list of vocabularies
- draw pictures using your senses

Lesson Introduction (10 minutes)

Teacher will ask few questions to recapitulate from the previous lesson.

- What did we learn yesterday?
- How is visual imaginary strategy important in reading comprehension?
- Do you think visual imaginary strategy will help you to understand the story?

The teacher writes the title of the story 'The Serpent's Bride' on the board. Have them predict what the story will be about by asking them questions.

Lesson Development (10minutes)

Briefly, talk about the Bhutanese folktale, its features and its definition. Let the students take notes of it in their respective notebook. Write down the list of words on the board that are difficult for them to read and understand.

Activity 1 (in pairs) working with vocabulary and picture words (20 minutes)

Students will work in pairs to find the contextual meaning of new words using the dictionary.

1. Successively
2. Wealthy
3. Fortune
4. Accomplish
5. Hampered
6. Magnificent
7. Mansion
8. Orchard
9. Investigate
10. Laden
11. Bewildered
12. Serpent
13. Bride
14. Bridegroom
15. Horror –stricken
16. Gigantic
17. coiled
18. Beady
19. Guilty
20. Glistened
21. Slithered
22. Dilemma
23. Affectionately
24. Consoled
25. Protest
26. Dissuaded
27. Curiosity
28. Fascinated
29. Emerge
30. Seized
31. Gruesome
32. Raked
33. Embers
34. Furiously
35. Revealed
36. Ruined
37. Blame
38. Castle

Activity 2 (independent activity) (20 minutes)

First, the students will read next three paragraphs individually then they will draw pictures using their senses.

When I read the story.....

Things I can see	Sound I can hear	Feelings I get

Follow up of the activity (10 minutes)

A member from each team will share about what they discussed and display the pictures on the board. Teacher will lead the discussion and confirm about what they drawn.

Lesson closure (10 minutes)

Discuss any words that are most difficult to understand and to pronounce. Give them several time to practice. Ask questions and clarify doubts if it is necessary.

1. Who are the characters in the story?
2. What comes to your mind when you think of farmer seeing the serpent in the orchard?
3. What would you do if you were a farmer in the story?

Lesson Plan No.3

Grade: Four

Class Strength:

Subject: English

Period:

Date:

Time: 80 minutes

Topic: The Serpent's Bride

Previous Knowledge of the students: students have the ideas of how visual imaginary strategy is used in reading a story

Learning Materials; flash, dictionary, text

Lesson Objectives:

At the end of the lesson, each student should be able to:

- discuss about what they visualize and imagine in their respective groups after reading the few paragraphs in the story.
- describe the character they like the most from the story.

Lesson Introduction (10 minutes)

Ask the following questions to recapitulate what students have learnt in the previous lesson:

1. What happened in the beginning of the story?
2. Who is Sonam Lhamo?
3. Where did the father go and why?
4. How you would you feel if you see a terrible serpent right in front of you?
5. Are you willing to marry a serpent if you were Sonam Lhamo in the story?

Lesson Development (10minutes)

First, the teacher demonstrates on one of paragraphs from story on how to visualize, imagine, and draw pictures and to write the reflection. Each student will take turn to share to rest of the group friends.

Activity 1. Character visualizing (20 minutes).

Students will draw the picture of the character they like the most and describe in few sentences:

Visualize, Draw, and Reflect**Activity 2. (In groups) (20 minutes).**

In a sheet of paper provided to them, students in groups will choose any part of the story. Ask them draw pictures and let them describe the pictures in few sentences.

Story scene

In the story..... I visualized.....	

Follow up of the activity (10minutes)

Students will share their opinions on pictures drawn by other groups and the teacher will negotiate whether what they have imagined and visualized are related to the content of the story or not.

Lesson closure (10 minutes)

Summarize the lesson and ask them the following questions:

1. What is most important point you learnt today?
2. Which part of the story you like the most? Why?
3. What happened to bride and the serpent?

Lesson Plan No.4

Grade: Four	Class Strength:	Subject: English
Period:	Date:	Time: 80 minutes
Topic: The Serpent's Bride		
Previous Knowledge of the students: students have the ideas of how visual imaginary strategy is used in reading a story		
Learning Materials; flash, dictionary, text , chart, crayons, marker pens		

Lesson Objectives:

At the end of the lesson, each student should be able to:

- draw pictures of what happens in the beginning, middle and at the end of the story using visual imaginary strategy that represents the whole story in form of pictures through their imagination and visualization.
- retell the story by looking at the pictures they have drawn
- share the lesson learnt from the story.

Lesson Introduction (10 minutes)

Greet the students as usual. Begin the lesson by recapitulating the previous lesson through question – answer session.

- Which part of the story do liked the most? Why?
- What would you do if you were in place of bride's father?
- Will you marry the serpent? Why? Or why not?
- How did you feel when Sonam Lhamo agreed to marry to the serpent?

Lesson Development (10 minutes)

Teacher will give clear instructions of what they will be doing in whole session. Ask the students to read the next two paragraphs in pairs and then they will work in groups to do the final drawing of pictures that should tell a whole story. Finally, the students will display their work on the board and will take turn to tell a story using those pictures.

Activity 1. (In groups) (25 minutes)**Read, Visualize, Imagine, Draw and Explain**

After the completion of the story, each student will draw pictures of what they visualized and imagined in beginning, middle and at the end of the story that represent the whole story in a sheet of paper and share it to rest of the friends in the class.

When we read the story.....by.....these are the pictures we see in our mind.		
In the beginning of the story	In the middle of the story	At the end of the story
.....
.....

Note: Teacher will ensure that every member in a team is engaged and has the responsibility to carry out the activity. Teacher will walk around and monitor the activity.

Follow up of the activity (25 minutes)

Every group display their work on the wall and a member from each team will and tell a story using pictures drawn in a sheet of paper. Teacher supplements on their presentation and provide necessary feedbacks. Each team will be given 5 minutes to do the presentation.

Lesson closure (10 minutes)

Teacher will summarize the lesson, ask questions focusing on their pictures drawn and provide feedback. Finally, their work will be displayed on the wall for future reference.

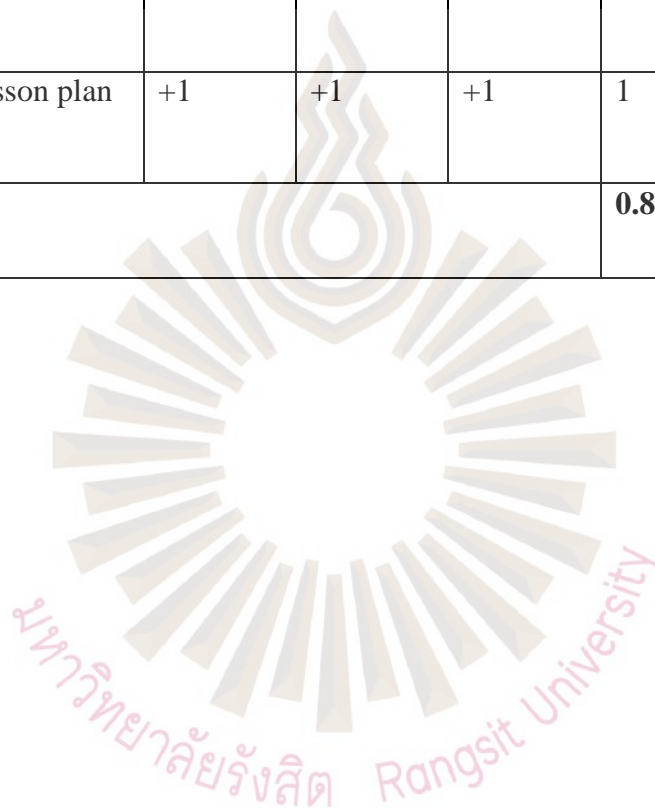


APPENDIX L

IOC OF LESSON PLANS

Item Objective Congruence for Lesson Plans by Experts

SL NO	Attributes	Expert 1	Expert 2	Expert 3	IOC	Remarks
1	Lesson plan 1	+1	0	+1	0.67	Congruent
2	Lesson plan 2	+1	+1	+1	1	Congruent
3	Lesson Plan 3	+1	0	+1	0.67	Congruent
4	Lesson plan 4	+1	+1	+1	1	Congruent
Total Value					0.85	Congruent





The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular arrangement of radiating lines, with the university's name in Thai and English below it.

APPENDIX M


VISUAL IMAGINATION ACTIVITIES

มหาวิทยาลัยรังสิต Rangsit University

Drawing Using Our Senses

Things I see	Sound I hear	Feelings I get
	<p>I hear the laughter of the villagers and making fun of their names.</p>	<p>I feel that some Sonam Khama and her six sisters felt here sad, angry and shy.</p>
	<p>I hear sharp piercing voice from Serpent.</p>	<p>I feel that Sonam's Khama's father is scared of serpent.</p> <p style="text-align: right;">12/8/19</p>

Character Visualising

<p>I Visualize...</p> 	<p>I feel that.....</p> <p>I feel that she is brave beautiful and helpful to her father.</p> <p>She has courage to follow the serpent at night.</p>
<p style="text-align: right;">13/7/19</p>	<p style="text-align: right;">Roll no: 21</p>

Visualizing the scene

Mango Group

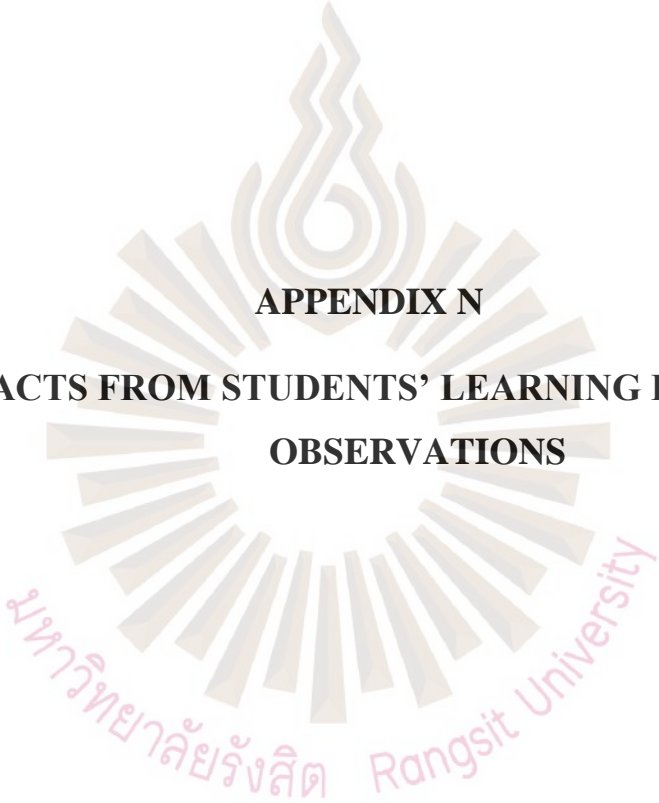
In the full moon midnight, Sonam Thamo and the serpent got married. Sonam Thamo agreed for her father's life.

Read, Visualize, Imagine, Draw, and Explain.

When we read the story "The Serpent's Bride" by Sunam Kapat, these are the pictures we see in our mind.

In the beginning of the story.	In the middle of the story.	At the end of the story.
<p>There lived a wealthy farmer with his seven daughters. Sonam Thamo was the youngest daughter of the seven daughters. One day the farmer had to go to the village of Iloa to buy two oxen.</p>	<p>On his way home, the farmer saw a mango tree with a big orchard. The farmer went into the orchard and plucked some fruits. There he saw a big serpent. The serpent asked, "What are you doing in my orchard?" He was angry and he asked to give one of his daughters in marriage.</p>	<p>Sonam Thamo allowed the serpent at the village. She had to wear a horrible dress and was blind in the darkness. She took the serpent's skin and burned it. And Sonam Thamo asked a chance to become a princess.</p>

มหาวิทยาลัยรังสิต Rangsit University

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circle of radiating lines, with the university's name in Thai and English below it.

APPENDIX N
EXTRACTS FROM STUDENTS' LEARNING BEHAVIOR
OBSERVATIONS

มหาวิทยาลัยรังสิต Rangsit University

Learning behaviors	Peer teacher's observations
<p>Part I : Students' attention and interest</p>	<ul style="list-style-type: none"> • The students were found responsive in both verbal and in writing. • They were always ready and thrilled to give response. • They greatly enjoyed the tasks, share ideas and readily took in the other's opinions. • All the members portrayed massive interest and curiosity in learning. • The students worked cooperatively and collaboratively, respecting other's views. • The teams positively accepted feedback and carried out instant follow up. • All the teams got their task done on time without fail.
<p>Part II: Students' confidence in visualizing and drawing pictures using visual imaginary strategy.</p>	<ul style="list-style-type: none"> • The illustrations indicated creative imagination of the children. • They could illustrate the emotional images. • Majority of the students could imagine and came up with wonderful illustrations. • Mostly, the confident ones took over the shy ones in sharing. • Being a Bhutanese folktale, it was advantageous for good use of imaginary strategy. • Competently shared their visualization. • For most students, it was essay to visualize and illustrate.

The image features a large, faint watermark of the Rangsit University logo in the center. The logo consists of a stylized flame or sunburst at the top, a circular emblem with radiating lines in the middle, and the university's name in Thai and English at the bottom. The text 'APPENDIX O' is centered over the middle part of the watermark.

APPENDIX O

INSTRUMENTS VALIDATORS

มหาวิทยาลัยรังสิต Rangsit University

Experts Who Validated the Instruments

Sl. No	Name	Profession
1	Dr. Pramook Chusorn	Associate Professor Faculty of Education Rangsit University, Thailand
2	Mrs. Sonam Dema	English Teacher HoD, English Department Trashhi Yangtse Lower Secondary School, Bhutan
3	Mrs. Karma Dema	General Teacher Tencholing Primary School, Bhutan





APPENDIX P
RELIABILITY TEST FOR SATISFACTION SURVEY
QUESTIONNAIRES

มหาวิทยาลัยรังสิต Rangsit University

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	N of items
.811	.807	10

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.27	48.478	6.963	10

Case Processing Summary

		N	%
Cases	Valid	30	100%
	Excluded ^a	0	.0
	Total	30	100.0

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular emblem with radiating lines, and the university's name in Thai and English below it.

APPENDIX Q

RELIABILITY TEST FOR LEARNING ACHIEVEMENT TEST

Reliability Statistics

Cronbach's Alpha	N of items
.708	10

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.17	11.937	3.455	10

Case Processing Summary

		N	%
Cases	Valid	30	100%
	Excluded ^a	0	.0
	Total	30	100.0

The image features a large, faint watermark of the Rangsit University logo in the center. The logo consists of a stylized flame or sunburst design at the top, with a circular base made of radiating lines. Below the logo, the university's name is written in Thai and English: "มหาวิทยาลัยรังสิต Rangsit University".

APPENDIX R

PARENTS' CONSENT LETTER

Parental Consent letter

Dear Parents,

I am currently pursuing the Master of Education in Curriculum and Instruction at Rangsit University, Thailand. In order to fulfill the requirement of my Master's degree, I am undertaking a research on, "**The Use of Visual Imaginary Strategy to Enhance English Reading Comprehension Skills of Grade Four Bhutanese Students.**" This research study will involve teaching students to enhance reading comprehension abilities using the Visual Imaginary Strategy. I will be teaching a short story titled "**The Serpent's Bride**" from grade IV English syllabus with eight lesson plans for four weeks starting from 5th to 30th August with the purpose to collect authentic data for the above mentioned study. I believe that this study will surely help the students in improving their reading comprehension, as the content of the teaching will be no different from what they are supposed to learn.

Therefore, I would like to seek your permission to let your child participate in this study. Their name and school will not be reflected in the final paper or presentation. I am confident enough to assure you that all the information provided by your child will be confidential. The confidentiality of your child's identity will be maintained using numbers or pseudo names. So, if you agree to let your child participate, please sign the form below.

I greatly appreciate your support in this research study.

Sincerely,

Lhadon

Researcher

Trashhi Yangste Lower Secondary School

Trashhi Yangste: Bhutan.

Note: I as a parent accept all the information provided in this letter by the researcher and would let my childto participate in the research as described.

Name: Relation to child:

Signature: Date:

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circle of radiating lines, with the university's name in Thai and English below it.

APPENDIX S

**INDIVIDUAL STUDENTS' RAW SCORES OF ACHIEVEMENT
TESTS**

มหาวิทยาลัยรังสิต Rangsit University

Individual Students' Raw Scores of Achievement Tests

Student no.	Pretest Scores	Posttest Scores	Differences
1	13.5	17	3.5
2	15	20.5	5.5
3	5.5	18	12.5
4	5	14.5	9.5
5	9	19	10
6	12	16	4
7	8.5	22	13.5
8	9	19.5	10.5
9	11	20.5	9.5
10	11	19	8
11	6.5	18.5	12
12	6.5	12.5	6
13	18	21.5	3.5
14	12	20.5	8.5
15	9.5	22	12.5
16	16	17.5	1.5
17	4.5	17.5	13
18	7.5	19.5	12
19	16.5	20	3.5
20	10	23.5	13.5
21	20	23.5	3.5
22	21	24	3
23	13	17.5	4.5
24	12	18	6
25	10	19.5	9.5

BIOGRAPHY

Name	Lhadon
Date of birth	March 24, 1983
Place of birth	Trashigang, Bhutan
Institute Attended	Paro College of Education, Bhutan Bachelor of Education, 2008 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2019
Scholarship	Thailand International Cooperation Agency (TICA) scholarship, 2018
Address	Trashhi Yangste Lower Secondary School, Trashhi Yangste, Bhutan lhadey2015@gmail.com
Position and Office	Ministry of Education, Education and Training Services Teaching Service, Position: Teacher I

