



**THE APPLICATION OF INTENSIVE READING APPROACH
WITH MULTIMODAL TEACHING FOR ESL READING
COMPREHENSION SKILL OF GRADE 6
BHUTANESE STUDENTS**

**BY
TENZIN PEMA**

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

**GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2022**

Thesis entitled

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

Rangsit University
Academic Year 2022

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ACKNOWLEDGEMENTS

I would like to extend my sincere and heartfelt gratitude to His Majesty the King Jigme Khesar Namgyel Wangchuk of Bhutan and Dr. Arthit Qurairat, the former president of the Rangsit University for granting me with the prestigious Trongsa Penlop Scholarship (TPS) at the Rangsit University, Thailand. I would also like to express my sincere appreciation to the Royal Civil Service Commission (RCSC) and the Ministry of Education (MoE) of Bhutan for approving my candidature for the scholarship.

I offer my heartfelt gratitude to my thesis advisor Dr. Nipaporn Sakulwongs, the Program Director, Suryadhep Teachers College, Rangsit University for her continuous support, motivation, constant guidance and positive feedback throughout this study. I would also like to extend my earnest appreciation to the chairperson of the thesis committee, Assistant Professor Dr. Kittitouch Soontornwipast, and Dr. Techameth Pianchana, the committee member for their guidance, inspiration, valuable comments, and suggestions to complete this study. My sincere thanks go to the experts; Mr. Gary Torremucha, Mr. Bala Raj Rai, and Mr. Ngawang Tenzin for validating and rating my research instruments. I am so grateful to the principal, teachers, parents, and research participants of the research school for their full support during my data collection. Finally, I further extend my acknowledgement to my course mate Mr. Leki Dorji D for his continuous support, guidance and encouragement throughout this study. I am also thankful to Mr. Bala Raj Rai for his advice and guidance for this study and Mr. Nima Dorji who helped me by proofreading my thesis drafts.

Finally, I would like to dedicate this thesis to my family for their moral support and encouragement. Without their support, I would not have been able to achieve this dream of mine.

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6306132 : Tenzin Pema
 Thesis Title : The Application of Intensive Reading Approach with
 Multimodal Teaching for ESL Reading Comprehension Skill
 of grade 6 Bhutanese Students
 Program : Master of Education in Curriculum and Instruction
 Thesis Advisor : Asst. Prof. Nipaporn Sakulwongs, Ed.D.

Abstract

The learning objectives of this study were to find out students' reading comprehension and satisfaction towards the use of intensive reading approach with multimodal for ESL reading comprehension skill of grade 6 Bhutanese students. This quasi-experimental of quantitative and qualitative study was conducted to gather the required data. The instruments used to gather quantitative and qualitative data were reading comprehension tests (pretest and posttest) and semi-structured interview respectively. The quantitative data were analysed using paired sample t-test in the computer program and qualitative data were analysed using the thematic analysis technique. The analysis of the pretest and posttest scores showed 100% students' improvement. The mean (\bar{x}) difference of 8.18 between posttest ($\bar{x} = 24.84$) and pretest ($\bar{x} = 16.66$). The significant value (.01), indicating a significant increase in the posttest scores as compared to the pretest. Hence, the use of intensive reading approach with multimodal improved the reading comprehension and showed positive learning satisfaction. Therefore, this study recommends using intensive reading approach with multimodal as one of the learning strategies to improve the reading comprehension skills of students.

(Total 129 pages)

Keywords: Intensive Reading, Multimodal Teaching, Reading Comprehension Skills,
 Grade 6 Students, ESL

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

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ABBREVIATION

Abbreviations	Meaning
BCSE	Bhutan Certificate for Secondary Examination
CBAT	Competency Based Assessment Test
CDEO	Chief District Education Officer
CERD	The Center for Educational Research and Development
ESL	English as a Second Language
IELTS	International English Language Testing System
IOC	Item Objective Congruence
MoE	Ministry of Education
NIE	National Institute of Education
PISA – D	The Program for International Student Assessment - Development
REC	Royal Education Council
RUB	Royal University of Bhutan
SD	Standard Deviation



CHAPTER 1

INTRODUCTION

This chapter discusses the background and rationale, objectives, questions, hypothesis and limitations, as well as its scope, conceptual framework, and operational definitions. The significance of this research is also highlighted.

1.1 BACKGROUND AND RATIONALE OF THE STUDY

Given the exponential rate of globalization today, the English language has taken the central stage as a medium of communication: it is the Lingua Franca (Anyonova, 2019). In almost all the spheres of day to day lives, English has become the dominant language of communication (Moses & Mohamad, 2019). Both native and non-native English-speaking nations increasingly value English as a global business language (Clement & Murugavel, 2018). Similarly, Milne (2019) asserts that there are several languages that are extensively spoken; however, English is the most commonly spoken second language. There are 1.4 billion speakers worldwide, native and non-native speakers. Thus, 20% of the world's population, or one in five people, can communicate in English. Therefore, learning the English language has become the most crucial thing for international communication and will provide us opportunities in one's career and life. Today, English is the official language of almost 70 countries around the world, and the majority of writings on any subject is written in English. In preparing young people for the modern world, the medium of instruction in the classroom has become English. (Reddy, 2016). Similarly, 80% of subjects in the primary curriculum of Bhutan is taught in English. Thus, English is one of the most important subjects in Bhutanese education system. Rai (2021) states that the medium of instruction for all the subjects in Bhutan is taught in English except the national language. In addition to that, English is a major and mandatory subject in Bhutanese education system (Dendup, 2020).

Bhutan's education system aspires to inculcate a set of competencies in learners that will strengthen Bhutan's uniqueness while acquiring or maintaining a competitive edge in the global arena (RCE, 2021). Similarly, REC (2021) asserts that the main objective of the English curriculum is that each learner should be capable of speaking elegantly and to listen to others with regards and accuracy, so that the learners develop the required abilities to become independent life-long learners and to succeed as contributing citizens of the country.

Based on the aforementioned factors, it is obvious that English plays an important role in administration in all spheres of society, including government, corporations, the private sector, international diplomacy, and business. The progress of many areas of life, as well as the status and function of English in the nation have all been significantly influenced by social, political, and economic life in the beginning of 1960s. English in Bhutan is comparable to Indian English since Bhutan and India have been connected in the early 1960s for all of its developmental activities and planning (Tshering, 2020).

REC (2021) states that English continues to be an international language of science, trade, technology, and international affairs. It has become increasingly important for our citizens to have the required effective English communication skills to engage effectively and to compete in the world of work. As a result, our education must equip our children to be citizens who are nationally embedded and globally competent.

According to Gyatsho (2003) fluency in English is not only one of the qualifications for studying abroad in Bhutan. A tiny Himalayan kingdom Bhutan is no exception when it comes to learning English as a second language. As stated by Dorji (2017), English has an important role to play in Bhutan. By virtue of English being one of the important subjects apart from the national language, it is treated as a compulsory subject to be taught across all schools in Bhutan (Dendup, 2020).

However, the reading proficiency in Bhutan found to be low as intended. For instance, the low performances in subjects like Mathematics and Science are said to be blamed for students' poor reading skills (BCSEA, 2019). On the same note Rinzin (2019) also reported Bhutanese students have poor reading comprehension skill.

Bhutanese students with poor reading skills could be attributed to the approaches adopted by the teachers in schools. It is reported that Bhutanese classrooms are still teacher-centered (Dorji, Tshering, Wangchuk, & Jatsho, 2020). Similarly, in the study of Choeda et al. (2020) it is stated that despite the fact that English has been the major language of instruction for many years in the schools. Bhutanese society has expressed worry about the quality of education, particularly in relation to students' English language skills, since the late 1990s. Bhutanese students are said to have poor communication abilities, as per media reports.

Due to the fact that English has replaced other languages as the leading internet and global communication language, it has become imperative for people with English as a Second Language (ESL) to learn the language at any cost (Anyonova, 2019). The Royal Government of Bhutan embraced ESL in the early 1960s to improve its ability to “participate more effectively and purposefully in the global community”, (as stated in National Education Framework of Royal Education Council [REC], 2012, p.77). However, the standard of the English curriculum has become a concern for the education system in Bhutan and the proficiency of English has deteriorated over the recent years. Bhutanese education system was predominated by conventional pedagogies 'chalk and talk' teaching methodologies which was influenced by neighboring India. The system emphasizes memorizing and rote learning of material which is more of exam orientated (LaPrairie, 2014).

In addition to the above-mentioned points, La Prairie (2014) further highlights that despite the fact that Bhutan has been using English as its primary language of education for more than 50 years, however, Bhutanese graduate still struggle with language proficiency. The research also found that the majority of Bhutanese students had to retest the International English Language Testing System (IELTS) in order to get

the lowest acceptable marks. REC (2012) also reveals that the application of obsolete teaching strategies, the lack of child-friendly teaching learning materials, and teacher knowledge are all factors contributing to the deteriorating of English standard.

Therefore, REC has revised a balanced program with adequate instructional time to develop the skills in each strand of Listening and Speaking, Reading and Writing, Language and Literature (REC 2006, p.vi). Kuensel (n.d.) found out that The Center for Educational Research and Development [CERD] watched over 150 classrooms in 80 percent of the country's high schools, conducted interviews with teachers and educationists, and organized many workshops around the country. CERD discovered a broad range of standards in schools across the country through field visits. Many of the teachers had not attended advanced English courses. Some did not continue their English beyond the 10th grade. Many had completed grade 12 and the optional courses provided by National Institutions of Education (NIE). The results of numerous research by organizations and individuals have shown both teachers and students struggle with their English language skills.

Tashi Lhamo, the chief program officer (Teacher Professional Support Division, Ministry of Education, Bhutan) said that despite the fact that English has been the primary method of instruction in Bhutanese schools since the beginning of the country's modern educational system, this reality of relatively poor English proficiency still affects the system. Therefore, the ministry had provided a 5 days nationwide professional development training program in 2017 for teachers on English as a communicative tool across all disciplines, so that teachers would learn how to effectively communicate, teach, and learn, as well as how to develop meaningful social relationships (Rinzin, 2017).

As per the result analysis of Competency Based Assessment Test [CBAT] for grade VI in the year 2018, students' overall mean score was 46.86 percent in English, which is the lowest in comparison to other four subjects such as Dzongkha, Science and Social Studies (BCSEA, 2019). Further analysis of students' scores in competency in four strands showed: Reading 32.73 percent, Writing 35.83 percent, Language 35.73

percent and Speaking 33.66 percent (BCSEA, 2017). Thus, out of four strands, reading was the lowest score obtained by the students across the nation in the academic year 2016.

Reading comprehension skill is the essential factor that affects the students' reading skills. The report of PISA-D (2019) states that response omission rates on a number of challenging tasks that call for open-ended responses, including numerical outcomes in Math or words/sentences in reading and science, are more than 10%. Furthermore, according to the research, a huge percentage of students failed the test, most likely as a result of reading comprehension issues. Similarly, this pattern is indeed most notable among students who were assigned to a reading test too. Thus, from the evidence gathered above regarding the Bhutanese students' reading skills, it is fair enough to conclude that the low performance in academic and other areas were the direct consequences of it.

Sherab and Dorji (2013) claim that Bhutanese primary teachers are mostly using prescribed teaching strategies and learning materials, which do not fulfill the need and interest of the individual students. It was found that most of the teachers are still using conventional methods of teaching and using outdated materials. Moreover, primary teachers are still using activities and materials that are prescribed in the curriculum handbooks for Bhutanese teachers. Similarly, students are mere passive listeners whereby the teacher leads the class and students are fully spoon-fed without critical thinking and constructive learning (Teoh, Ch'ng, & Zaibidi, 2019). Thus, teachers must develop and choose more realistic materials in order to fulfill the current demands and interests of the students, as well as design activities that can motivate ESL students. Tacuri and Delgado (2021) states that reading in textbooks and language guides is a common practice for English language learners; They practice speaking, writing, and listening more than reading. As a result, reading is one best way to enhance one's English vocabulary.

As a result of the aforementioned concerns about teaching English in Bhutan, this research intended to use an intensive reading approach with multimodal teaching as

one of the learning materials to improve the reading comprehension skill of Bhutanese students in grade 6. The researcher incorporated an intensive reading approach with multimodal teaching in the study because numerous studies reveal that intensive reading improves students' reading comprehension skill. As per the findings of Mart (2015) in a classroom setting, intensive reading enables a reader to start a thorough analysis while being guided by the teacher, in which vocabulary and grammar issues are studied in a short time. Similarly, Andrés (2020) states that the focusing on content and grammatical structures is the primary goal of intensive reading, which teachers can support by reading aloud, posing questions, and having students infer knowledge from texts. Intensive reading is also known as "narrow reading" because different texts on the same or different topics will be studied by students (Brown, 2000). Furthermore, he posits that the key to intensive reading is to provide students with more opportunities to interact with a text; thus, the reader's comprehension abilities improve with increased familiarity with the text.

According to Harappa (2020) the term "intensive reading" refers to reading with utmost attention and concentration. It is not necessary to read a book every day or to read ten articles per day. It is one of the most critical skills you can develop to get a better understanding of information. Contrarily, intensive reading places more emphasis on careful study of vocabulary and grammar than on fluency. In the language classroom, guided reading helps students get better results (Mart, 2015). Further Surbhi (2020) explains that intensive reading is a reading method in which students are expected to read a short text carefully and thoroughly in order to gain maximum understanding. Thus, intensive reading not only helps language learners to be a proficient reader but also develop comprehension skills.

Due to unprecedented technological advancement, it is now necessary to combine learning and technology. Technology has given rise to the concept of ICT-enabled learning methodologies, which could benefit today's children and help them improve their skills. It has been demonstrated that ICT-enabled language learning can aid in improving the efficiency and effectiveness of one's learning process (Zeybro,

2020). Furthermore, Zeybro (2020) asserts that it is a flexible, interactive, and rich platform that would provide users with an entirely new and unique experience.

Use of technology has become a part and parcel in the 21st century classrooms. One of the significant shifts in the curriculum framework is the requirement that teachers use technology to enhance their instruction in order to improve student learning experiences and outcomes (REC, 2021). Teaching language using technology will have a lot of advantages for both the teachers and students. Through the appropriate use of information technology, students' Mathematical skills, communication skills, critical thinking skills, problem-solving skills, teamwork skills, and research skills are all encouraged and enhanced (Reinhold, Hoch, Werner, Richter, & Reiss, 2020).

Digitalization has become one of the important components in teaching and learning particularly in English since it is the language of the internet. Digital literacy is the capacity to function successfully in a society where information and communication are increasingly amplified by digital technologies such as the internet, social media, and mobile devices. Since English is the internet's primary language, learners must be able to use technology in order to obtain reliable information (REC, 2021).

Multimodal teaching has a greater impact for students learning since the concept is taught through visual, auditory, reading, writing and kinesthetics methods whereby they experience learning in a variety of ways. According to Hu (2019) “A single teaching material can no longer meet the needs of students. Teachers can organically integrate various teaching materials, audio and video materials, online resources and teaching software to enrich the teaching content”.

A multimodal approach enables each student to achieve academic success in their own way since they have a diverse set of abilities and learning styles, provided if schools are designed to support multimodal learning (Kennedy, 2020).

Cookson, Kim, and Hartsell (2020) found out that the scripted animated videos combining visuals, animations, spoken narrations, and sound has brought better

performance in students' posttests due to their attention, motivation, and preference for reviewing the material in the animated videos.

Therefore, the integration of an intensive reading approach with multimodal teaching would certainly enhance students' reading skill and thus improve the overall performance in English. As the whole world is embracing digitalization in education, Bhutan is not an exception. So, blending multimodal is a strength to the other approaches. Few studies done in other countries have shown that there are benefits in using an intensive reading approach with multimodal teaching in an ESL classroom. However, no such prior studies have been conducted in Bhutanese context, especially using an intensive reading approach with multimodal in teaching poetry to enhance the students' satisfaction and improve the reading comprehension skills. Thus, the researcher wanted to carry out a study using Intensive Reading Approach with Multimodal Teaching as an intervention to improve grade 6 Bhutanese ESL students' reading comprehension skills and satisfaction in learning English language. Furthermore, this study will not only fill in the existing literature gaps but also help in planning the lessons for the teachers in using an intensive reading approach with multimodal teaching as one of the innovative teaching tools.

1.2 RESEARCH OBJECTIVES

1.2.1 To enhance grade 6 Bhutanese student's ESL reading comprehension skill after using an intensive reading approach with multimodal teaching.

1.2.2 To investigate the learning satisfaction of grade 6 Bhutanese students after using an intensive reading approach with multimodal teaching.

1.3 RESEARCH QUESTION

1.3.1 Would there be any improvement in grade 6 Bhutanese students' ESL reading comprehension skill after using an intensive reading approach with multimodal teaching?

1.3.2 Would grade 6 Bhutanese students be satisfied with using an intensive reading approach with multimodal teaching in learning ESL reading comprehension skill?

1.4 RESEARCH HYPOTHESIS

1.4.1 There would be a significant improvement in grade 6 Bhutanese students' ESL reading comprehension skill after using an intensive reading approach with multimodal teaching.

1.4.2 Grade 6 Bhutanese students would be satisfied with using the intensive reading approach with multimodal teaching in learning ESL reading comprehension skill.

1.5 SCOPE OF THE STUDY

Firstly, this study was carried out in one of the middle secondary schools in Bhutan. The data collection was done from one section of grade 6 with a total of 32 students. Secondly, a guidebook was available for teachers to teach English which provided various learning activities for all four language skills. The learning activities in the teachers' handbook were only suggestive activities and teachers have the liberty to select exciting learning resources based on the learners' interests and requirements. Therefore, through this research, the researcher suggested using multimodal as the learning materials by designing and implementing learning activities to improve reading comprehension skill.

1.5.1 Location of the study

This research was done in one of the Middle Secondary Schools in Chhukha district in Southern region of Bhutan. The school consisted of Pre-Primary level to grade 10.

1.5.2 Target Group

Population: The participants of the study were 68 students of grade 6 from two sections aged 12 to 14, from a mixed-gender and ability group.

Sample: Out of two sections of grade 6, the researcher chose one section (32 students) to participate as the sample group for this study using the clustered random sampling technique. In Bhutan, the majority of grade levels had at least two or three sections.

1.5.3 Content of the study

The researcher took two classes in a week for one month, with eight sessions. The four lesson plans were designed to teach the effectiveness of Intensive Reading Approach with Multimodal Teaching to enhance ESL Reading Comprehension Skill of grade 6 Bhutanese students. The researcher used four varieties of poems (I like myself by Karen Beaumont, The Fish that couldn't swim well by Steve Attewell, There's a crocodile in my lunchbox by Steve Attewell and The Owl and the Pussy Cat by Edward Lear). The videos were chosen based on age, students' interest, duration, language level, and content. Moreover, the content selection was done in line with the themes and objectives laid down by the National Curriculum Framework of Bhutan (2012). Table 1.1 below outlines the lesson taught.

Table 1.1 Content of the study

Week	Title of poem	Activities
Week 1	I like myself by Karen Beaumont	<ul style="list-style-type: none"> - Read the text. - Find the meaning of the new words. - Watched scripted animated videos with spoken narration by native speakers. - Making sentences using new words. - Summarized the poem.

Table 1.1 Content of the study (Cont.)

Week	Title of poem	Activities
Week 2	The Fish that couldn't climb tree by Steve Attewell	<ul style="list-style-type: none"> -Read the text. - Find the meaning of the new words. -Wrote theme and summary of the poem. -Watched scripted animated videos with spoken narration by native speakers. -Answered comprehension questions from the poem.
Week 3	The Owl and the Pussy Cat by Edward Lear	<ul style="list-style-type: none"> -Read the text. - Find the meaning of the new words. -Watched scripted animated videos with spoken narration by native speakers. - Made tune of the poem and presented. - Answered comprehension questions from the poem.
Week 4	There's a crocodile in my lunchbox by Steve Attewell	<ul style="list-style-type: none"> -Read the text - Find the meaning of the new words. -Watched scripted animated videos with spoken narration by native speakers. - Answered comprehension questions from the poem. -Wrote similar poem on their own.

1.5.4 Time Frame

Four weeks were spent conducting the research. One lesson per week was taught by the researcher. It was a 90 minutes lesson of 2 periods. The researcher taught poems using the intensive reading approach with multimodal teaching for 8 periods within a month. The data was collected in July, 2022.

Table 1.2 Time Frame for The Research Process

Activities	Research Time Frame
Literature Review	March to June, 2022
Research Proposal	July, 2022
Data Collection	July to August, 2022
Data Analysis	September 2022

1.6 CONCEPTUAL FRAMEWORK OF THE STUDY

1.6.1 Variables

There were two variables in this study: an independent variable and a dependent variable. Using an intensive reading approach with multimodal teaching is an independent variable whereas reading comprehension skill and students' satisfaction are the dependent variables. The following provides an illustration of the framework:

INDEPENDENT VARIABLE

DEPENDENT VARIABLES

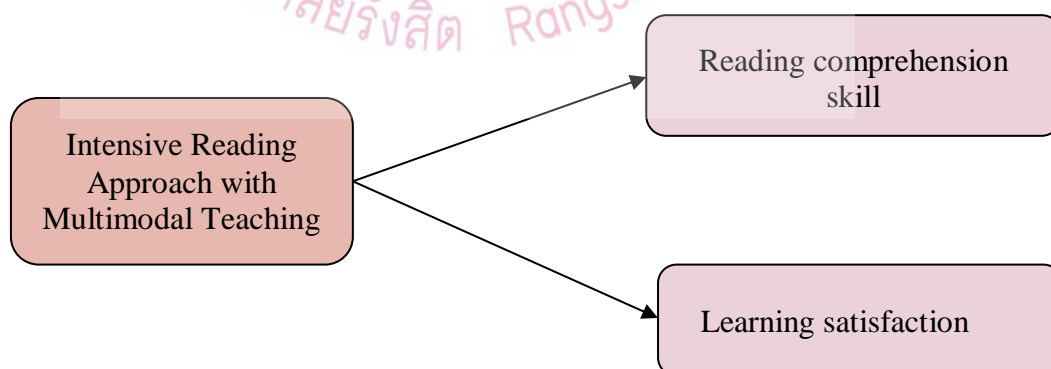


Figure 1.1 Independent and dependent variable

1.7 LIMITATIONS OF THE STUDY

1.7.1 Only one class of grade 6 Bhutanese students from one of the middle secondary schools participated in the study. As a result, the conclusion cannot be applied to all Bhutanese ESL students in grade 6.

1.7.2 The content of this study was limited to only four poems from grade 6 English text. Thus, the result of the study cannot be applied for other genres such as short stories and essays.

1.8 OPERATIONAL DEFINITIONS

Intensive reading refers to reading strategy that assists students in comprehending the poem. The researcher introduced the topic, then divided the text into sections, introduced new vocabularies, and read the sections with the students. Finally, asked students to comprehend the poems.

Multimodal Teaching refers to means of using two or more modes of strategies when teaching poetry. It encouraged the use of audio, video, text display, creating tune, and other channels to activate students' senses. It emphasis on the development of learners' diverse talents by making the poetry more engaging as students took active part in the activities. It further helped to scaffold the intensive reading approach.

Reading Comprehension Skill refers to the ability of the learners to find the main ideas of the poem, write a summary of the poem, find the meaning of the new words, create a new poem and tunes, answer the questions in relation to the poems with the help of intensive reading approach with multimodal teaching.

Learning Satisfaction refers to students' satisfaction towards use of the intensive reading approach with multimodal teaching for reading comprehension activities. The data was collected via a semi-structured interview with five questions

categorized under five themes such as Interest and Fun, Learning Satisfaction, Learners' Engagement, Enhancement of Reading Comprehension and Developing Reasoning and Logical Thinking.

Grade 6 students refers to the research participants of this study, studying in grade 6 at the research school in the academic year, 2022. Total of 32 students took part in the research. They were taught four poems from the English curriculum using an intensive reading approach with multimodal teaching.

ESL refers to English as a second language. It is the medium of instruction in schools in Bhutan.

1.9 SIGNIFICANCE OF THE STUDY

1.9.1 The study would have significant effect on students' reading comprehension skill after using an intensive reading approach with multimodal teaching.

1.9.2 The study would give more information on how to use intensive reading approaches with multimodal teaching in the lessons.

1.9.3 The findings of this study would empower teachers in enhancing their teaching strategies and improve their reading abilities with the use of intensive reading approach with multimodal teaching in their lessons to teach reading comprehension through poems.

CHAPTER 2

LITERATURE REVIEW

This chapter covers a brief history of Bhutan's educational system, the country's English curriculum, standards for reading and literature, importance of reading, definition of intensive reading, benefits of intensive reading, steps for intensive reading, multimodal as learning material to develop students' comprehension skill, the role of poetry in reading comprehension, learning theories and other related research.

2.1 HISTORICAL OVERVIEW OF BHUTANESE EDUCATION SYSTEM

Bhutan's modern educational history may be traced back over a century. The era started in 1907 when Ugyen Wangchuck became Bhutan's first hereditary monarch (reign: 1907–1926). (Wangmo & Choden, 2011, p. 445, as cited in Hirayama, 2015). The traditional teaching was based on the rote learning system, in which students study content simply to pass examinations and have little opportunities to use language skills in real-life situations (Dendup & Onthanee, 2020).

In the 1960s, the Royal Government of Bhutan started to establish its modern educational system. A strategy plan was developed over time to fulfill the Education for All and Millennium Development Goal (Denman & Namgyel, 2008). The country's long-standing monastic system of education was later strengthened by the emergence of educational development in the early 1960s, which used English as the primary language of instruction. Since then, both the monastic and modern education systems have played a crucial role in shaping a generation of nation builders who have supported in the socioeconomic development of the nation (Wangdi, 2019).

According to Dendup (2020) except for Dzongkha (the national language), every subject is taught in English, and it is also a language of business and communication. Similarly, Denman and Namgyel (2008); Thinley and Maxwell (2013) explains that all other disciplines, including Mathematics, History, Geography, Science, and Social studies, are taught in English at all levels.

Despite being a second language in Bhutan, English is used in schools and official correspondence. Therefore, it is not only one of the mandatory subjects but also one of the most important major spoken languages in Bhutan apart from Dzongkha (national language).

2.2 ENGLISH CURRICULUM IN BHUTAN

From Pre-Primary to grade 12, the updated Bhutanese English curriculum is developed and organized depending on the subject matter (REC, 2008). The curriculum is focused on the four strands: listening and speaking, reading and literature, language and grammar, and writing. LaPrairie (2014) suggested that English classes, especially at the upper primary and lower secondary levels, embrace a more ESL-style teaching-learning method rather than the current focus on literature with regard to the overall attitude of the English curriculum in Bhutan. Furthermore, he explains that the study of literature will be more appropriate and meaningful for learners once they have attained sufficient usable proficiency in English and have gained the confidence to use it with reasonable grammatical accuracy, appropriate structures, and vocabulary, as required by the MOE's policy framework.

“It is often said that the curriculum is the heart of education and in keeping with this belief, while fulfilling its primary mandate, endeavors to continuously gauge the country’s human resource needs while designing the curricula in tandem with the changing demands of the society” (Royal Education Council, 2021). As per the National School Curriculum Framework (2020) based on the new curriculum, the aim and guiding principles of curriculum as outlined as well as the necessity to redesign the

contents and instructional techniques have to meet the changing needs. Further, REC (2021) states that the major shift in the redesigned English curriculum of Bhutan is that the learners' development of language competencies is connected to the four domains of listening, speaking, reading, and writing.

The revised English curriculum of Bhutan mainly encourages child-centered learning rather than the traditional method of teacher centered classroom. Rai (2021) states that the teacher's role has shifted from being the only controller of the classroom and learning to that of a guide and facilitator. According to REC (2021) the curriculum aspires to teach and equip learners with knowledge, skills, and competences. Learners will no longer be able to rely solely on the teacher and the classroom as primary information sources. Learners, on the other hand, should be active participants in their lessons and educational experiences.

2.3 STANDARDS FOR READING AND LITERATURE

As per the English Curriculum Framework classes PP-XII (2021) outlines that grade six graduates will demonstrate that they can:

- 1) Decode unfamiliar texts using knowledge of word patterns.
- 2) Read fluently and comprehend a range of grade appropriate prose, poetry and essays independently.
- 3) Comprehend graphic writings with specialized features through viewing (e.g., movies, commercials, banners, pictures, drawings, designs, maps, and other authentic texts).
- 4) Utilize a range of approaches before, during and after reading and observing to enhance comprehension.
- 5) Create and evaluate the meaning of texts using various media and technology.
- 6) Appreciate the emotive effects of poetry/figurative language.
- 7) Read some of the appropriate literary works from Bhutan and other countries.

Competency refers to the learners' potential to address difficult situations by drawing on and organizing psychosocial resources (including skills and attitudes) in a specific setting. The following are the competencies strands for grade 6. Royal Education Council (2021) that grade six will:

- 1) Read a range of texts using a variety of strategies to make meaning including an understanding of the key features of various forms.
- 2) Extract essential information from the text and other sources using strategies like inference and deduction where appropriate to build on comprehension and analysis skills.
- 3) Identify figurative language and understand the meaning to appreciate the beauty they add to a text.
- 4) Relate themselves and their ideas to the characters and ideas they encounter in the literature they read.

Hence, REC (2021) asserts that reading is a collaborative process that requires the reader and the writer to participate in a conversation about the subject of the work. We read for a lot of reasons, including shopping, reading the mail, gathering knowledge on topics of interest, and discovering how to do things or put things together. We also read to learn about other people's perspectives on more abstract topics such as political thought or religious views. The aim of reading determines the reader's intellectual involvement, which is why we read at several levels of "reading the lines, in between the lines, and beyond the lines." To gather and analyze information from the texts, the reader will need to apply suitable techniques and abilities.

2.4 IMPORTANCE OF READING

Reading is the process of looking at printed words and comprehending what they are saying. There are many definitions of reading. According to Cline, Johnstone, and King (2006) reading is the process of decoding and understanding written material for a particular reader; and reading is the act of drawing conclusions and meaning from

text. Reading refers to the process of looking at a written text and begin to take in the information it contains (UKEssay, 2018).

Bharuthram (2012) states that reading is one of the major academic activities that students have to face. Higher education exposes students to a wide range of literature and textbooks that they are required to read on their own and in order to analyse, criticise, evaluate, and synthesize knowledge from many sources, they must be able to comprehend what they read at this level.

It is crucial for English language learners to acquire good reading skills in order to acquire language (Ali & Razali, 2019). Similarly, Anderson, Hiebert, Scott, and Wilkinson (1985) states that reading is a fundamental skill that everyone must possess. It is not only a keystone for children's success in education but also throughout their life.

Owusu (2014) states that reading permits one to have a greater understanding of their own expedition. The reader's reading interest encourages the acquisition of important and valuable understanding. Similarly, he states that people read for a variety of reasons and objectives, including enjoyment, leisure, information, and understanding. It is not only necessary for students' academic performance in school, but also for successful participation in many aspects of life, including education, workplace, and everyday life (Retelsdorf, Koller, & Moller, 2014).

Students may make use of reading as an effective tool to support their success in life (Bashir & Mattoo, 2012). As per Palani (2012) effective reading is a key component of learning effectively, and reading is connected to the entire educational process. Thus, developing a strong reading habit is necessary for academic success. According to him, reading is the process of identifying symbols and giving them appropriate meaning. Students can develop their comprehension skills to understand words both on their own and in context.

As per Herrity (2022) claims that the ability to read, understand, interpret, and decode written language and texts is referred to as reading ability. Further, readers can comprehend and find meaning in the texts with the help of greater understanding, fluency, vocabulary, and approaches. The readers comprehend what they are reading, the important parts of reading ability that combine to improve overall reading ability are essential (Kaya, 2015). Since understanding of text is influenced by how well a learner reads, comprehension of text is affected by how well a learner reads (Rai, 2021).

Therefore, this study shows that students would actively take part in reading poems from their prescribed curriculum textbook as well as poems beyond the text. Learners would be engaged through intensive reading of the poems. The video (poem) would be displayed using a projector. There would be text, graphic, audio sound and other simple animation to grab students' attention.

2.4.1 Framework for Teaching of Reading

Teachers must comply with a specific standard framework when teaching reading. In this study, researcher considered using the most widely used framework known as Pre-During-Post or PDP. This lesson framework can be used by teachers to plan and execute an effective reading session.

Following are the three stages involved in the PDP framework (Umair 2015)

Pre-Reading Activities:

The pre-reading activities to incorporate into future lessons are:

- 1) Making predictions based on the images and guessing the story based on the book titles.
- 2) Select new words from the story and write on the board and teach the meaning of the words first. After that teacher will ask students to use them to construct sentences using the new words.

3) Teacher will write the sentences from the story randomly on the board and let students to discuss and rewrite the sentences in a correct order.

During-Reading

1) During reading, the teacher will present text-based questions and ask students to guess the next scene.

2) Students will be asked to identify the previously discussed words and find the information of the story.

3) Let students read the text in pairs.

Post-Reading

1) The teacher will ask questions after reading the text.

2) After reading the text, students will be asked to work in groups to come up with different endings and share with the class.

3) Students will write down the summary of the story on their own.

4) In pairs they will be asked to discuss their favorite character from the story.

2.4.2 Reading Comprehension

According to Kadir, Subki, Jamal, and Ismail (2014), claims that although the majority of children can read, our greatest worry is whether they can critically comprehend the text, such as "reading between the lines" or "reading for deeper meaning," they will succeed in school and have outstanding reading comprehension if we can support them develop critical reading skills. Furthermore, he argues that students who have developed critical reading skills can succeed in any subject or course because they can grasp and assess the information that is presented to them.

Reading is the process of identifying symbols and giving them appropriate meaning. Recognition and comprehension are necessary. In order to understand words both on their own and in context, students might develop their comprehension skills

(Palani, 2012). Reading, he argues, is a analysing, judging, imagining, reasoning, and problem-solving processes.

Andrew and Lee (n.d.) asserts that some individuals believe that reading is a simple job that can be mastered quickly. Further, they state that reading, in truth, is a complicated process that requires the use of a variety of talents. These abilities work together to help you achieve the main reading objective and comprehend whatever you read.

The six essential skills required for reading comprehension are listed below, along with suggestions for students to help them develop these abilities (Andrew & Lee, n.d.).

1) Decoding: It is an important part of the reading activities. This skill is used by students to read out words they have heard but not written down. All other reading skills are built on top of this talent. Early linguistic skills like phonemic awareness are necessary for decoding. It creates awareness and let children to distinguish between distinct sounds in the words. They may also "play" with sounds at syllable level and word.

Majority of the children learn phonological awareness organically as a result of being exposed to rhymes, literature, and music. Nevertheless, some students don't. One of the earliest signs of reading problems is the inability to recognize the beginning sound of words, count syllables, or rhyme.

2) Fluency: Children need to be able to immediately recognize words even if they can't sound them out in order to read fluently. A person's ability to read and comprehend text more quickly is improved by fluency. Fast and quick readers are considered fluent. When reading aloud, they keep the appropriate tone and combine words to give the text more meaning. Fluency in reading is necessary for effective understanding.

Reading fluently is an issue for many students. To enhance word identification, children need a lot of particular instruction and practice. Reading exercise is very important strategy to enhance fluency. It is indeed essential to choose books for students that are at the suitable level of difficulty.

3) Vocabulary: You must be able to grasp the maximum number of the words in the text to comprehend it. Reading comprehension requires a huge number of word. Vocabulary can be taught through meaning of words, though, from everyday experience along with reading.

As children come across greater number of words their vocabulary develops. By having regular talks on a range of topics, you may help them in expanding his or her vocabulary. Make an attempt to incorporate new vocabulary and ideas. Telling jokes and engaging in word games are great ways to practice this skill. Even your vocabulary may grow if you read aloud to your child every day. When you come across a new word stop reading aloud and find the meaning of the word. Encourage your children to read independently as well.

4) Sentence construction and cohesion: It would appear that having an understanding of sentence structure is a writing skill. The process of connecting ideas within and between sentences is referred to as cohesion. However, reading comprehension also requires these abilities to understand how concepts are connected at the sentence level and help children to understand the meaning of passages and entire books. It will also lead to something known as coherence, or the capacity to relate ideas during the writing.

5) Reasoning and background knowledge: Most readers create relationships between what they have read and what they already know. Children must therefore have some prior understanding of the world in order to read well. They must be able to "read between the lines" and derive meaning even when it is not expressly defined.

Knowledge and ideas are received through everyday life experience and hands-on activities like reading, movies, shows, arts, and communication. Exposure will help your child as much as possible, and share what you've learned through shared and different experiences. Furthermore, ask open-ended questions that involve thought and explanation.

6) Working memory and attention: Children who read can learn from the text because they have the cognitive ability and can store the knowledge in working memory and use it to interpret and comprehend what they are reading. It is also in line with the ability to assess oneself when reading. When children don't comprehend anything, they must be able to recognize it. Then they must reread to make everything clear.

Thus, when readers achieve these six essential comprehension skills, they will be able to comprehend the text without the need for support from teachers or others. Moreover, when teachers provide students comprehensible reading assignments, students' comprehension level can enhance (Mulida & Gani, 2016). It is paramount importance for teacher to use strategies which help learners to make connection from the text while they are taught reading comprehension. Numerous methods exist for teaching reading comprehension to students, but the focus of this study is on combining intensive reading approach with multimodal teaching in order to determine how well it improves students' reading comprehension skill.

2.5 DEFINITION OF INTENSIVE READING

According to Maria (2022) Intensive reading is exactly what the name suggests. It is the primary focus for testing, evaluating, and finding information. It includes taking notes and paying close attention to detail and deconstructing sentences in order to comprehend grammar and syntax guidelines as well as to acquire subject-specific information. It might also involve tests of reading comprehension, like responding to particular questions. Further Surbhi (2020) also states that intensive reading can be defined as a reading method that requires an in-depth analysis of a text in order to

determine its literary or linguistic meaning. It is the thorough reading of a relatively short piece of reading material in order to gain comprehensive knowledge from it.

Since the texts are used to practice reading comprehension during the reading process and the main goal is to understand what the words are trying to convey and provide points of view or critical ideas about the text, intensive reading is associated with having to read instruction in terms of its materials (Tacuri & Delgado, 2021). Doyle (2022) states that intensive reading is to read with complete concentration and effort.

2.6 BENEFITS OF INTENSIVE READING

According to Tacuri and Delgado (2021) the benefits of intensive reading program teaches the reader how to manage his own learning and how to analyse words, phrases, and sentences for maximum comprehension. It also teaches the reader to pay attention to both the meaning and the form of the language and how to clear up any confusion by referring the textbook, a dictionary, or asking the teacher or classmates for help.

Intensive reading focuses on a single book or reading material with a clear objective of gaining and acquiring specialized knowledge. Moreover, it helps in concentration, more thorough comprehension and interpretation of the text, and the ability to narrow one's attention to a specific detail when reading in depth (IPL, 2022).

Course Hero (2022) found out that as a result of their close reading, students develop an interest in reading the text in detail as they discover innovative interpretations of passages that initially appear to be very ordinary. Similarly, Scrivener (1994) also supports that the advantages of intensive reading include improving reading comprehension, helping students comprehend sentence structure and promote critical thinking because they must respond to all questions after reading. Due to the fact that it is sometimes done in pairs or groups, it also enhances student team work. Further, Doyle (2022) supports that in addition to improving reading skills, vocabulary, and grammatical knowledge, intensive reading enriches critical thinking and analytical skills

in the reader. Intensive reading in the classroom provides student with specific reading skills and strategies (Ardian, 2016).

2.7 STEPS FOR INTENSIVE READING

According to Ramadan (2021) intensive reading aims the reader with a thorough understanding of the text, which necessarily involves a thorough understanding of the vocabulary, language, and phrases used. It is simple to teach intensive reading if the following steps are taken:

2.7.1 Introduce the topic

This "lead-in" phase will introduce you to the subject where students can draw whatever prior knowledge they may have.

2.7.2 Split the text into sections

Break the text in paragraphs or lines. Instead of counting the number of lines in the section, the length should be based on the number of new words. For average students, each part should be no more than one paragraph.

2.7.3 Introduce and drill the target language

The part of the class that varies the most depending on the students' learning levels is the introduction and practice of vocabulary and grammar, which is going to take at least half of the time allotted for text. This part of the lesson is difficult and most frequently overlooked.

2.7.4 Read the section with the students

It will be very fruitful if it is done in the three stages; first teacher begins by reading the paragraph and repeat it again, then read phrase by phrase and let students read after the teacher and finally let students to read on their own.

2.7.5 Ask comprehension and deduction questions

The students will have to read the book three times and should be able to recollect the key ideas if the teacher follows the directions in the initial. They will have to read repeatedly to memorize it. Deduction questions are to remind students that some sentences contain more information than then they expected. Questions from the text should be designed to encourage students to use as many tenses as they can. New vocabulary should also be displayed.

2.7.6 Get the students to give you a summary of the section.

Some low achievers will try to create fast summaries using a question-and-answer format, which is obviously not the objective of the exercise. If a student needs frequent encouragement or extensive correction, they should repeat the procedure until a passably satisfactory outcome is achieved.

2.7.7 Get the students to ask you questions about the text.

Here, the teacher only states, "Ask me some questions about the text". The possibility is that the emerging questions will be basic ones that employ very well-known patterns. This type of direction is straightforward and yields fast outcome. Do not undervalue the challenge of putting the information back together in a direct question form; most students struggle to provide the exact question required.

2.8 MULTIMODAL AS LEARNING MATERIAL IN ESL READING COMPREHENSION SKILL

With the rapid advancement of technology, the education systems across the globe have to redesign in order to cater the needs of 21st century learners. One of the major reforms that has taken place in the system is the use of Information Communication and Technology (ICT). It has become part and parcel for today's learners as they are digital innate. Thus, integration of technology into the classrooms can generate incredible prospects for both teachers and students. The information, skills, and approaches required for understanding and interacting with new technology has become essential to be literate in the 21st century besides incorporating traditional literacies, that is reading and writing (Zheng, Yim, & Warschauer, 2018).

Motivation for reading comprehension is critical for students to advance in reading. According to studies conducted by Ahmadi (2017) those with higher levels of motivation in reading comprehension exceed those with lower levels of motivation. Including video in the lesson activities is one of the factors that could motivate students and improve their ability to comprehend what they read. In the words of Teng (2019) states that use of video in reading activities promotes the association of words with imagery, which contribute to enhancing chances of ESL learning. The most common type of multimodality is probably the blending of visual and print media (Xerri, 2012). Similarly, Lirola (2016) asserts that due to the numerous changes in this new environment, education requires the creation of innovative teaching and learning tools and techniques, such as the use of technology or multimodal resources in the classroom in addition to more conventional methods or materials.

In order to develop meaning, promote interaction, and promote learning in the classroom, The objective of multimodal learning is to combine the multiple forms of text, audio, and visual (Marchetti & Cullen, 2015). Similarly, Laadem and Mallahi (2019) supports that in order to create meaning in a specific classroom setting, a multimodal approach incorporates different modes, which could be visual, audio, text,

or speech. Further he asserts that a multimodal approach actually draws upon the available visual, auditory, and kinesthetics modes, which could interest students positively in the classroom instruction. It is seen as a source of innovation and creativity for both teachers and students.

“Multimodal engages students with content using multiple modes, or mediums of communication. It hinges on the model of learning styles, which holds that different students learn best through visual, auditory, reading/writing, or kinesthetic interactions with content. Visual learners require pictures and graphics. Auditory learners need to hear content through face-to-face interactions. Students who learn best with reading/writing prefer to work with texts. Kinesthetic learners take a hands-on approach to learning. While some students demonstrate a preference for one learning style, other students perform best when working with a combination of two or more modalities” (Ferguson, 2022, para. 2).

Further, Ferguson (2022) highlights that students benefit from multimodal learning because it:

- 1) engages all students in learning process.

One-mode teaching has the risk of discouraging students who don't understand the subject being presented. At some time during the course, multimodal learning is anticipated to meet at least one of each student's learning preferences.

- 2) improves the quality of learning.

According to research, learning through a wide range of modes promotes content remembrance, regardless of how many or which learning styles individuals choose.

- 3) reflects the complexity of real-world interactions.

People rarely have a one-dimensional perception of the world; instead, they spend almost all of their time working in a world filled with pictures, sounds,

words, and motions. Learning is more likely to last if it is relevant to their lives outside of the classroom.

4) develops students' skills in all modes.

Similar to this, students that tend toward unimodal learning are unable to view the world just from the view of one specific teaching strategy. When exposed to a variety of learning styles, students are more prepared for the challenges they will experience outside of the classroom when they enter relationships, careers, and colleges.

5) expands the creativity of teachers and students.

Teachers can expand their creative abilities in multimodal learning by finding and putting together the greatest materials to enhance their lessons. Some teachers even go a step further and produce the material themselves due to the shortage of resources. Students also have the opportunity to showcase their knowledge through innovative projects that encourage them to go beyond the box and display their individual talents.

6) maintains novelty in the classroom.

Learning requires diversity and without it, learning becomes predictable, which makes students lose interest in the subject. Multimodal teaching and learning will help engage oneself with lots of sensory stimulation and changes all the time.

7) inspires cooperative learning.

Every individual student has the ability to become an expert in their own special way when teachers put focused attention on material delivery and assessment of individual capabilities. Students have the opportunity to receive reinforcement in their learning and acquire different perspective through peer interactions if they are given the liberty to showcase their talents and present their ideas according to their particular learning preferences.

2. 9 THE ROLE OF POETRY IN INTENSIVE READING

As per Norris (2010) Poetry is a powerful genre for ESL learners as it provides many benefits on how to read due to the rhyming patterns, repetition, rhythm, and manageable pieces of text. When presenting new content, the rhyming patterns offer helpful audibility for identifying words and sentences. A strong poem has the ability to inspire young children to read. Poetry is a wonderful literary resource for any young reader as they think in a different way about phonemic sounds (Bush, 2020).

Further Rasinski (2014) states that when students practice reading a poem, they read the text aloud repeatedly for a real purpose and students develop foundational literacy skills that support comprehension when they read and recite poems and songs. The multimodal experiences that poetry may provide should be encouraged if poetry is to excel in your classroom, in any future English curriculum, and if you are to become a creative poetry teacher (Xerri, 2012).

According to Norris (2010) For the purposes of intensive reading, the five following reading comprehension strategies will be utilized: visualizing, questioning, making connections, summarizing, and evaluating. The following strategies will help readers increase their reading comprehension.

Visualizing

The visualizing strategy uses creativity to understand what is being communicated in words, gestures, and sounds. By connecting abstract ideas to concrete experiences, mental images support new ideas in a reader's mind.

Questioning

An important instructional goal is to teach students how to generate their own questions about reading material. When readers ask questions, they are participating in

active comprehension. Reading strategies such as questioning can be used before, during, and after reading.

Making Connections

Another important reading comprehension strategy that enhances comprehension is making connections to the text. They express how a text reminds them of their own lives, another text they have read, or something they have observed in real life when they connect with it.

Summarizing

It has been demonstrated that summarizing improves reading comprehension. When students are taught how to summarize, They develop the ability to recognize the main points of the text and filter out. Additionally, they learn to minimize repetition, generalization, and add ideas that are essential to the main topic.

Evaluating

When skilled readers have finished reading, they reflect on the methods they applied to decide whether their strategy was successful or whether they should try something else in the future. Teachers should model this evaluative component of the metacognitive process on a regular basis because it is so valuable.

2.9.1 Selection of Appropriate Poems

It is essential to choose the most relevant poems for ESL students. In this study, the content of the poems in the video refers to the topic and the theme of the selected poems from the prescribed text set by the English curriculum. Out of four poems three poems are selected from other sources based on students' interest and theme. The selected poems are all appropriate for the particular class level with simple vocabularies and language considering the educational objectives. Ainy (2011) states that poems that

relate universal personal experiences can attract readers of all cultures and ages due to their similarity in providing a good basis for discussion. As a result, a theme-based approach to poetry can assist students in relating the situation to their own experience and interpreting the poem accordingly.

2.9.2 Four Selected Poems

2.9.2.1 I like myself -Karen Beaumont

This poem is about a young girl who likes everything about herself. Even though she appears untidy, she is happy with the way she looks. She doesn't care what other individuals think since she likes who she really is. The poem would motivate the reader to love and respect yourself for who you are because, like a little girl, you were created to be adored. Every one of us need to feel good about every aspect of our appearance and physical structure.

2.9.2.2 The owl and the pussycat - Edward Lear

The two main characters from this poem set out on a boat. They confess their love for one another and make plans to wed. They are looking for a ring, and in their search, they come across a pig. They get married after the pig sells them its nose ring for one shilling. Following much celebration, the poem concludes with the owl and pussy cat dancing in the moonlight.

2.9.2.3 The fish that couldn't climb tree - Steve Attewell

This poem's title is derived from a passage ascribed to Albert Einstein: "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that is stupid." This poem gives insightful information which strikes the ideal combination between an autobiographical story, an educational story, and simple instruction. Simon's ability to swim is being misjudged on the onset of the poem. He is challenged by another character – squirrel beliefs that the fish is stupid

because he can't climb a tree. On the contrary, the squirrel doesn't have an ability to swim which makes the poem more challenging and interesting to the children to ponder upon. Additionally, this poem is fascinating to read because of the poet's charming and amusing sense of humour. The message it imparts is to embrace one's inner fish, whatever hidden talent that is.

2.9.2.4 There is a crocodile in my lunch box - Steve Attewell

This poem is funny, silly and madcap with slant rhyme. It also contains a storyline wrapped up with illustrations to make kids live to read and learn. The characterization of an animal (crocodile) makes this poem appealing to kids to draw their entire focal point towards its mood of entertainment and imagination.

For instance, when the pier says, "I opened up my pencil case, and picked my ruler up, and poked him in the earhole, but that didn't make him stop", creates a mood where kids can relate themselves to the fantasy world. Literally, it will evoke their fantastic mood to connect to an animal though not in real life but it will make them feel as if they are communicating with an animal in real (face-to-face). In this sense, this poem acts as an appetizer for fantasy, entertainment, reading and learning.

All in all, this poem also gives an impression of 'symbiotic' relationship between a human and an animal. All these imaginative lines in the poem transfer a message that everything on this earth can share and live harmoniously together if one possesses a clarity in mind, purity in heart and sincerity in action.

2.10 LEARNING THEORIES

A theory is a concept that explains how and why something arises (Harasim, 2017, as cited in Thomas, 2020). According to her, a learning theory is one that intends "to help us to understand both how knowledge is created and how people learn". The researcher proposed the following relevant learning theories to predict the reliability and effectiveness of the instructional strategies that could be used in this study.

2.10.1 Social Learning Theory

According to Bandura's social learning theory, it's crucial to observe, model, and imitate other people's behaviors, attitudes, and emotional responses. Human learning and performance are influenced by the interaction of environmental and cognitive factors. McLeod (2016) states that learners can easily learn from teachers if ideas and concepts are explained in detail. While introducing intensive reading strategy to the students, it has to first explain the vocabularies from the poem. Furthermore, he states that learners can learn from imaginary and real-life characters in movies, television programs, online media, and books. While implementing intensive reading approach with multimodal teaching, students have to read the poem to answer the comprehension questions. So, they get ample of chances to interact with the characters of the poem after watching the video and by reading the text.

2.10.2 The Cognitive Theory of Multimedia Learning

According to the Multimedia Learning Theory, one can learn more thoroughly when words and images are blended rather than from simply words alone (Hill, 2019). In other words, the theory believes that significant learning occurs when learners are engaged with both visual and auditory. However, this theory has three underlying assumptions as follows: a) dual-channel processing assumption, b) limited capacity assumption and c) active processing assumption.

According to Mayer (2010) it indicates that learners process verbal and visual content through separate channels. The second limited capacity assumption states that the amount of information processed through either of the two channels at any given moment is regulated by individuals (Mariano, 2014). The third active assumption, suggests that it is an active process which includes recognizing words and images, organizing words and images, and blending them with previously known information from long-term memory (Nickson, 2020).

As a result, the Cognitive Theory of Multimedia Learning seeks to define how individuals learn in a multimedia setting (Mariano, 2014). These concepts emphasize developing teaching in multimedia contexts that reflect what is learned about the working memory and cognitive process to enable meaningful learning (Mayer, 1997, 2005). Therefore, these theories affirm that people learn better and feel less cognitive burden when information is disseminated in several modalities. Thus, the theory suggests that incorporating multimodal into lessons can make learning less stressful and more efficient instead of using only the conventional approaches.

2.10.3 Howard Gardner 's Multiple Intelligence Theory

Gardner's multiple intelligence theory proposes that intelligence is defined as the ability to solve problems in multiple ways. In order to embrace the large scale of skills and talents that people possess, Gardner proposes that every individual have various types of intelligence, including musical, interpersonal, spatial-visual, and linguistic intelligences (Cherry, 2021). Further, Kurt (2021) argues that though we possess all nine intelligences however every individual excels in a different field of intelligence. Therefore, teachers must include learning activities that support multiple intelligences in order to help students succeed because this will allow them to apply what they have learned in different ways and can help each intelligence to grow independently (Kurt, 2021).

Interpersonal intelligence is one of the eight intelligences, which will also be practiced and used by the learners while teaching poems through intensive reading approach with multimodal. The students can communicate with friends and teachers and are skilled at identifying the feelings, intentions, and motives of others around them. Thus, by using interpersonal intelligence, the learners will be able to build good relationships among their peers.

Marenus (2020) states that the talent to perform, create, and appreciate musical patterns is considered to as musical intelligence. When intensive reading with multimodal teaching in the poem is used, this intelligence of the learners will be

motivated throughout the activities as it will help those learners to capture the content of the lesson. The poems in the video will be played with audio, video, subtitle and recitation by the native speaker which let learners gain interest and enjoy the lesson.

2.11 RELATED RESEARCH AND STUDIES

Over the years, numerous studies have been carried out to explore the benefits of intensive reading to enhance reading comprehension skills of ESL learners. The related research is reviewed in this section using intensive reading approach and multimodal teaching with ESL learners.

Vaughn, Wexler, Leroux, Roberts, Denton, Barth, and Fletcher (2011) researched on “Effect of Intensive Reading for Eighth grade Students with Persistently Inadequate Response to Intervention” for a year who had significant problems in reading and shown a poor response to intervention (RTI) in both grades 6 and 7. The finding of the study reveals that students in the intervention period outperformed comparison students on standardized tests of comprehension (effect size = 1.20) and word identification (effect size = 0.49), though the majority of them still could not meet the proficiency after three years of intervention. A group of grade 6 students who had been recognized as having reading challenges were randomly assigned to intervene or control conditions. In Grade 6, students in the treatment group got reading intervention from the researcher; those who responded poorly to the intervention continued receiving it in grade 7; Students in the comparative group did not receive any researcher-provided support. Members of the original treatment (N = 28) and comparison (N = 13) conditions participated in the Grade 8 study as they failed a state-mandated reading comprehension test in both Grades 6 and 7. In groups of two to four students per teacher, treatment group students in Grade 8 got a daily intense reading intervention for 50 minutes. The results of this study support the need for comprehensive assistance for middle school students who are struggling with reading.

Rasinski, Paige, Rains, Stewart, Julovich, Prenkert, Rupley, and Nichols (2017) carried out research on the impact of an intensive reading fluency intervention on the

overall reading performance of 37 struggling readers in grade 3. A summer reading program with 25 sessions was attended by chosen students. The Fluency Development Lesson, a comprehensive fluency instruction program, served as the primary instructional intervention. Clinicians provide pretests and posttests on a range of reading competencies to students immediately before and after the summer reading program. Pretest and posttest score assessments revealed that students who had received fluency coaching during the summer clinic significantly improved their reading ability. This is remarkable because these students improved their reading performance significantly during the summer, despite the fact that many students actually experienced reading achievement declines.

Another study carried out by Wilfong (2011) The use of poetry academy to help elementary school students improve their reading skills. For weekly poetry readings to boost fluency, word recognition, and self-assurance, the Poetry Academy paired struggling readers with a community volunteer. The main reason of the research was to evaluate the strategy's effectiveness. The finding shows that the treatment group outperformed than the control group in terms of word identification, attitude towards academic reading, and words correctly read per minute, while comprehension gain slightly improved. Students, teachers, parents, and volunteers observed changes in the treatment group members, including increased confidence when reading and a better attitude towards school.

Yet another research carried out by Leonard (2010) the effects of reading and discussing of poetry in a fifth-grade setting in a suburban school district in the Northeast, the study's pretest-posttest quasi-experimental method was used and the treatment was a protocol created by Nancie Atwell in 2006. The fifth-grade students in a New England suburban school system made up the convenience sample ($n = 141$). Prior to starting treatment, the Motivation to Read Profile was given to all students to assess their motivation levels. As a pretest to gauge vocabulary development before therapy, the Gates-MacGinitie Reading Test: Vocabulary Subtest (Form S) was used.

The reader's workshop model was used to teach reading to both the experimental and control groups, but the experimental group's treatment also covered an eight-week timeframe during which poetry was read and discussed three times weekly in accordance with the Atwell protocol. Students were motivated to read profile and form T of the Gates-MacGinitie Reading Test: Vocabulary Subtest after the treatment to check the changes in motivation and vocabulary proficiency. The impact of the intervention on both student reading motivation and vocabulary achievement was evaluated using an ANOVA. The results showed that there were no considerable differences between fifth grade students who regularly read and talked about poetry using Atwell's poetry protocol and fifth grade students who did not regularly read and discuss poetry using Atwell's protocol in terms of vocabulary achievement or reading motivation. Students who received the intervention performed very well comparing to those in the control group who did not receive the intervention.

Another relevant study from Alimus (2018) who researched on improving the student's reading comprehension through Bio Poem (Pre-Experimental Research at the Second Grade of SMA Negeri 8. This research targeted at finding out the effect of Bio Poem in Reading Comprehension at the second-grade students' of SMA Negeri, India. The research focused on the main focus and specific details of the bio poem. This study used a pre-experimental design with a single group pretest and post-test for the purposes of its method. Students in the second grade made up the sample for this study, which had a total of 120 students. Pre-tests and post-tests were used as the instruments for data collection.

According to the research findings from SMA Negeri 8 Takalar, students in the second grade had very poor reading comprehension before treatment, but after treatment, their reading comprehension significantly increased. It was shown by the fact that the students' pre-test mean score was 6.1, which was assigned a fair category, and their post-test mean score was 7.4, which was assigned a fairly good category. The Alternative Hypothesis (H1) was shown to be accepted whereas the Null Hypothesis (H0) to be rejected. One could get the conclusion that using Bio Poems to teach students to read more effectively.

A study conducted by Pan and Zhang (2020) for high school students in Anhui, China. The study result revealed that there was improvement after incorporating multimodal teaching in teaching reading in EFL. As a result, the researchers came to the conclusion that the application of a multi-modal teaching approach in high school EFL reading instruction based on the analysis of information obtained from reading tests and questionnaires, can improve students' English reading skill and increase students' passion in English reading. Furthermore, the study indicated that majority of students have good attitudes on the use of multimodal teaching approach.

All of the research mentioned above produced results that were extremely remarkable. The studies undertaken by different researchers in other countries on the use of intensive reading to enhance reading comprehension skills, Poetry teaching and Using Multimodal approach were proven successful. Nevertheless, the studies also mentioned some disadvantages and recommendations to focus on some specific areas of improvement for further researchers. Some of them propose that ESL teachers and researchers examine at different levels and grades.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the types of tools and methodologies utilized to address the research issues. Along with the validity and reliability of the instruments, it also provides the demographic information of the sample group. The data collection procedures and analysis were discussed comprehensively.

3.1 RESEARCH DESIGN

In this study, the researcher used quasi experimental methods which includes both qualitative and quantitative methods. According to Shorten and Smith (2017) mixed methods research can help researchers better identify the connections and differences between qualitative and quantitative data. A mixed method research design is a method of study that gathers both quantitative and qualitative information, merging them, and analyzing the data for a specified purpose (Creswell, 2014). Additionally, “Mixed methods research requires a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence” (Shorten & Smith, 2017, p.74). Furthermore, Shorten and Smith (2017) supports the use of mixed methods research because intentional data integration enables researchers to better understand their subject landscape by looking at phenomena from a variety of angles and utilizing different research lenses.

Moreover, mixed method approaches are the consolidation and integration of qualitative and quantitative methods in one research with the aim of maximizing a greater breadth and depth of understanding and validation (Cresswell, 2012). Another reason for using this method is to obtain reliable and accurate results (Mckim, 2017). Moreover, using several approaches to collect data in the same field can improve the

credibility of your findings (George, 2022). The Figure 3.1 below shows the proposed research design that the researcher used for data collection.

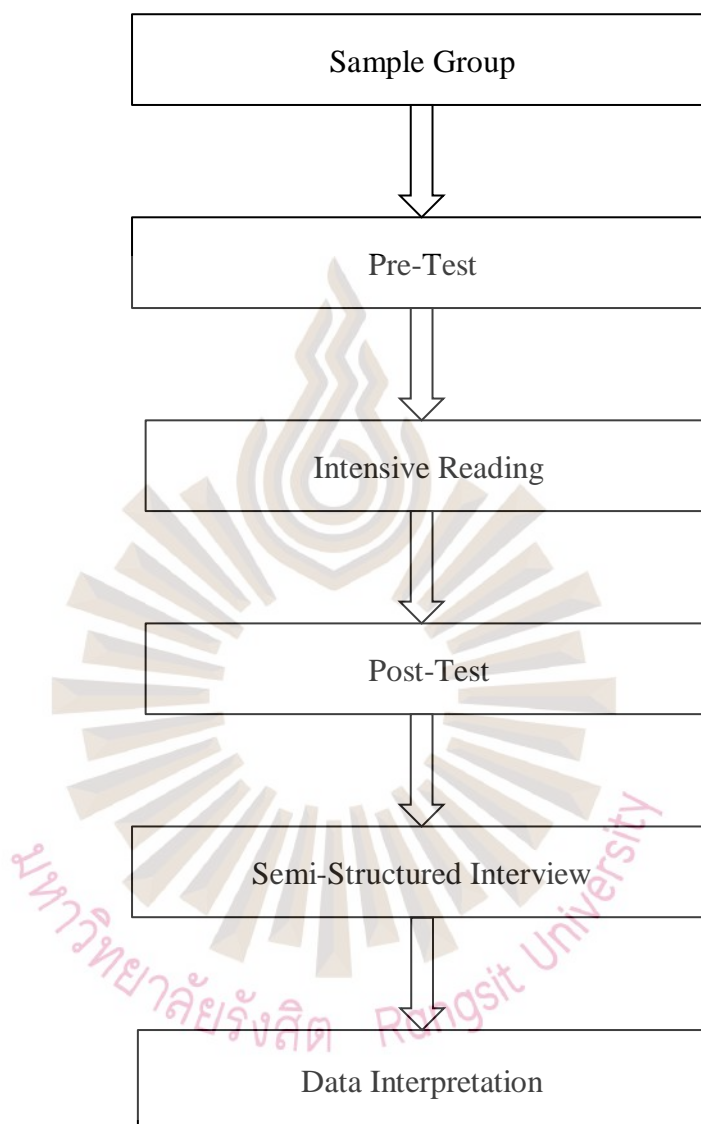


Figure 3.1 Research Design

3.2 TARGET GROUP

The researcher chose one of the middle secondary schools in Chhukha district in southern Bhutan. The school has classes from pre-primary to grade ten with 822 students and 43 teachers. The research participants were mixed gender age range of 12

to 14 years. The school had two sections of 68 students in grade 6. Researcher used only one section of grade 6 with 32 students as research participants.

3.3 RESEARCH INSTRUMENTS

To reduce gaps and reinforce the research findings, the researcher used both qualitative and quantitative tools in this study. Lesson plans, reading comprehension tests, and semi-structured interviews were the main tools for data collection

3.3.1 Instructional Instrument

Lesson Plans

The researcher prepared four lesson plans with 90 minutes each. One lesson plan covered two periods of 45 minutes each. The lesson plans were designed to teach four poems, one from the prescribed curriculum textbook for grade 6 Bhutanese students and three poems were from other sources. The selected poems were all appropriate for the particular class level with simple vocabulary and language considering the educational objectives. 1) “I like myself” by Karen Beaumont. 2) “The Owl and the Pussy Cat” by Edward Lear. 3) “There is a Crocodile in My Lunch Box” by Steve Attewell. 4) “The Fish that couldn't Climb Tree” by Steve Attewell. (Refer Appendix F)

The lessons were taught two times a week for a period of four weeks. The primary goal of the lesson was to teach poems using an intensive reading approach and multimodal teaching to help students improve their reading comprehension skills.

Table 3.1 List of activities

Week	Topics of poem	Activities	Teaching Method
Week 1	I like myself by Karen Beaumont	<ul style="list-style-type: none"> - Read the text. - Find the meaning of the new words. - Watched scripted animated videos with spoken narration by native speakers. - Making sentences using new words. - Summarized the poem - Answered comprehension questions from the poem. 	Directed Discussion
Week 2	The Fish that couldn't climb tree by Steve Attewell	<ul style="list-style-type: none"> - Read the text. - Find the meaning of the new words. - Wrote theme and summary of the poem. - Watched scripted animated videos with spoken narration by native speakers. - Answered comprehension questions from the poem. 	Directed Discussion
Week 3	The Owl and the Pussy Cat by Edward Lear	<ul style="list-style-type: none"> - Read the text. - Find the meaning of the new words. - Watched scripted animated videos with spoken narration by native speakers. - Made tune of the poem and presented. - Answered comprehension questions from the poem. 	Directed Discussion
Week 4	There's a crocodile in my lunchbox by Steve Attewell	<ul style="list-style-type: none"> - Read the text - Find the meaning of the new words. - Watched scripted animated videos with spoken narration by native speakers. - Answered comprehension questions from the poem and wrote similar poem. 	Directed Discussion

3.3.2 Quantitative Data Collection Instrument

3.3.2.1 Reading Comprehension Test

The researcher conducted a reading comprehension test with 20 marks for multiple-choice questions and 10 marks for short answers for a total of 30 marks in order to evaluate the effectiveness of the research participants' reading comprehension. (see Appendix D for Reading comprehension Test questions). The researcher conducted reading comprehension test before and after the intervention to analyze the learning achievement of the research participants. It consist of pretest and posttest. Pretest was administered prior to the intervention, and a posttest with the same questions but in different sequence was administered following the intervention to the same set of students. The researcher used the same test items for both pretest and posttest in order to ensure consistency with the evaluation.

3.3.3 Qualitative Instrument

3.3.3.1 Semi-structured Interview

Lochmiller and Lester (2017) asserts that semi-structured interviews provide researchers the freedom to conduct interviews in a more casual conversation, allowing for unanticipated information to emerge. Therefore, semi-structured interviews are extremely effective for obtaining a solid understanding of a subject of interest. Hence, in order to find out the students' satisfaction using an intensive reading approach with multimodal in teaching poetry with ESL learners, each student from the experiment had a face-to-face interview with the researcher following the implementation of the strategy.

The interview consist of 5 questions categorized under five themes which was framed by the researcher. (see Appendix H for Semi-Structured Question). The researcher included 32 research participants for the interview. Each student was given the option to respond in the language of their choice, averaging between 7 to 10 minutes

(English or in their mother tongue). Each student's responses were recorded on audio during the interview. Later, the researcher did an English translation and transcription. Thematic analysis was then used to examine the data.

3.4 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

According to Middleton (2022) the concept of reliability and validity are used to examine the effectiveness of research. If these two elements are well considered in the research, they can help to assure the accuracy of data collection and measurement. Reliability provides the consistency of test results whereas validity refers to how well a test measures what it is intended to measure (Doupnik, 2017, para. 5). In the words Mohamad, Sulaiman and Sallehm (2015), when the items are rated between -1 and +1, the research instruments are appropriate and valid. The scores indicate:

- +: item measures an objective
- 0: shows that the items are good but unsure
- 1: not congruent and does not measure the objective

Thus, for this study, to check the validity of the instruments, content validation was conducted by three experts, one professor from Thailand and two experienced English teachers from Bhutan. According to the research topic, they evaluated the language features, applicability, and content coverage of the instruments. The researcher made necessary rectification with instruments depending on the feedback and suggestions from the three experts. The researcher measured the validity by all the three experts with a score between 0.67 - 1 on Item Objective Congruence (IOC).

The experts applied IOC to validate all the research instruments as shown below:

1) The experts scored all four lesson plans a score of +1, confirming that the materials were consistent with the study's goals. As a result, the study found all of the items to be valid (see Appendix F).

2) All experts rated the test question items an IOC grade of +1, indicating that they were consistent and valid for both the pretest and posttest (see Appendix E)

3) The semi-structured interview's IOC was rated as +1, indicating that the items were appropriate for the study (see Appendix H). As a result, the study was conducted in accordance with the research objectives using all of the data gathering tools that were verified to be authentic and reliable.

The researchers conducted a reliability test to 32 grade 6 students, consisting of 30 marks questions to assess the validity of the achievement test items. The Kuder-Richardson equation (KR-20) was used to calculate the reliability coefficient of the learning achievement test. If the instruments are to be accepted, their KR-20 coefficient must be greater than or equal to 0.70. The estimated KR-20 coefficient was 0.743 (see Appendix L for the Reliability Test Report) which was greater than 0.70. Thus, the coefficient of 0.743 showed that the test items were all reliable.

3.5 DATA COLLECTION PROCEDURES

According to Creswell (2007) Before collecting data, it is important to get the approval of the responsible authorities, protect the participants' identities, and ensure their confidentiality. While conducting the research, the anonymity of the participants was maintained.

The researcher got approval from a various stakeholder and used a numbering system to maintain the participants' identities to ensure that the study was conducted ethically.

3.5.1 Ethical Consideration

3.5.1.1 Approval

For ethical consideration, the researcher requested the research and development institute of Rangsit University for the permission to carry out the research. Then the researcher forwarded the permission letter to the Ministry of Education (MoE), Bhutan. After receiving the approval letter from MoE, the researcher sought permission from the Chief District Education officer (CDEO) (see Appendix A for the letters of approval).

Then, the researcher received consents from the school principal, academic head, class teacher and subject teacher before starting the data collection. The research participants were made to sign a consent form to maintain their moral and ethical rights. Since the research participants were under 18, their parents had to sign the consent form too (see Appendix B for the consent Letters).

3.5.1.2 Anonymity of the Participants

Besides, the confidentiality and anonymity of the participants' views and opinions were maintained through a numbering system.

3.6 DATA ANALYSIS

3.6.1 Reading Comprehension Test

In order to compare the result of pretest and posttest, to assess the effectiveness of the Intensive Reading Approach with Multimodal Teaching to improve reading comprehension skills in ESL students, the researcher used paired sample T-Test. Computing software to calculate the mean, standard deviation, and significant value (p) of the pretest and posttest.

3.6.2 Semi-Structured Interview

The researcher used semi-structured interviews to determine the learning satisfaction of the research participants. Semi-structured interview helped the researcher to understand the students' satisfaction on a deeper level. The researcher developed themes, and patterns through coding systems to analyze the data.



CHAPTER 4

RESEARCH RESULTS

This chapter highlights the major findings from the study carried out with Bhutanese ESL students of grade 6. The data analysis was carried out in two parts. The first part was on the results of reading comprehension test. The researcher collected relevant quantitative data by conducting pretest before teaching the poem to the research participants and posttest after teaching the poem using Intensive Reading Approach with Multimodal Teaching. The other part was based on semi-structured interview to analyze qualitative data in order to investigate the learning satisfaction while using the Intensive Reading Approach with Multimodal Teaching.

4.1 QUANTITATIVE DATA ANALYSIS

An analysis of reading comprehension test was carried out to find out the effectiveness of Intensive Reading Approach with Multimodal Teaching on ESL reading comprehension skill of grade 6 Bhutanese students. The pretest and posttest, which included 20 multiple-choice questions and 5 short answer questions were conducted before and after implementing Intensive Reading Approach with Multimodal Teaching.

The comparisons of pretest and posttest scores of the research participants were completed with the help of paired sample t-test to find out the effectiveness of the Intensive Reading Approach with Multimodal Teaching on Reading Comprehension Skills of grade 6 ESL Bhutanese students. On the basis of the mean, standard deviation, and significant value (P-Value), comparisons were made.

4.1.1 Paired T-Test analysis for the reading comprehension test

The analysis of test scores, exhibiting the significance difference as explicitly presented in the Table 4.1. The Reading Comprehension Skill of Bhutanese Students in grade 6 before and after the intervention were analyzed using the data from the pretest and posttest scores. The reading comprehension test was conducted by the researcher through pretest and posttest to validate the first research objective: to enhance the ESL reading comprehension skill after using Intensive Reading Approach with Multimodal Teaching. Upon a thorough analysis of the test results, a significant variation was identified, which is clearly shown in the table below.

Table 4.1 Paired T-Test Analysis

Group	Pretest		Posttest		Mean Difference	T	P-Value
Sample Group	\bar{X}	SD	\bar{X}	SD	24.84-16.66= 8.18	17.470	.000
	16.66	4.460	24.84	4.257			

The mean score for the pretest was 16.66, with a standard deviation of 4.460, as shown in the table above. In comparison, the mean score for the posttest was 24.84, with a standard deviation of 4.257. Additionally, it was found that the significance P-value, which was less than the significance value (p).05, was .01. This indicates that the posttest was significantly higher than the mean score of pretests.

4.1.2 Pretest -Posttest comparison

The mean score on the pretest was 16.66, while the mean score on the posttest was 24.84, showing clearly that before the intervention the learning achievement was low in comparison to the learning achievement after the intervention. The following graph clearly illustrates the significant difference between the mean results from the pretest and posttest. The effectiveness was confirmed by all of these scores in comparison of using Intensive Reading Approach with Multimodal Teaching to enhance the ESL reading comprehension skill of grade 6 Bhutanese students. Therefore, with the

positive response to the first research question, it was confirmed that both the research objective one and the hypothesis one were achieved.

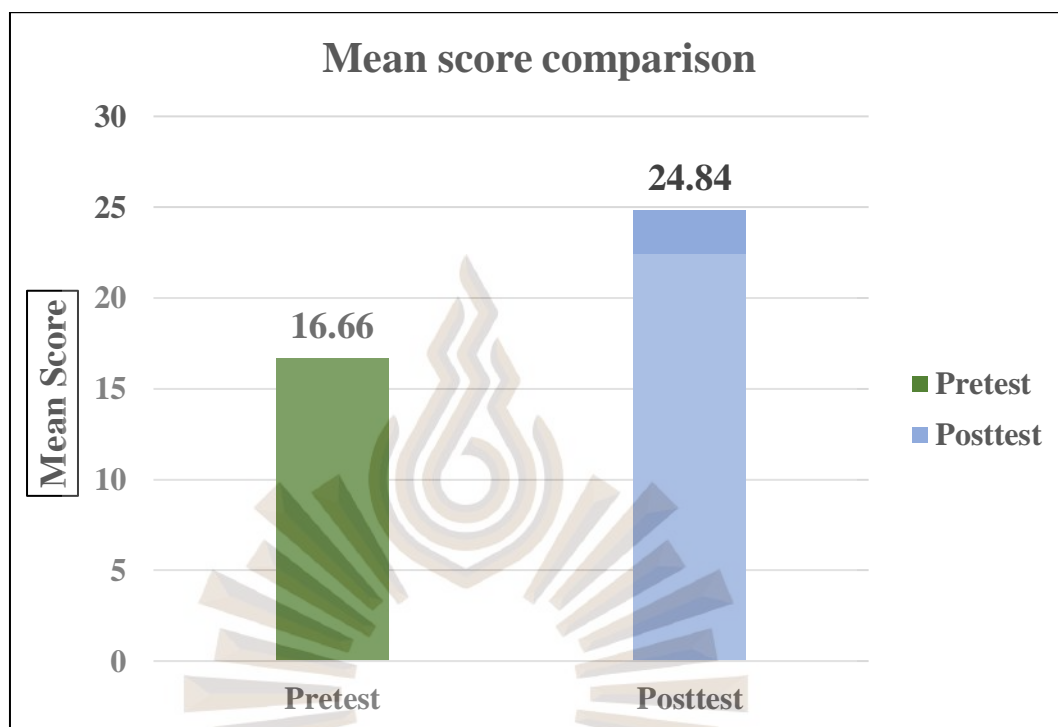


Figure 4.1 Pretest and Posttest Mean Score Comparison

The researcher also calculated the increased percentage in the posttest scores using the raw marks obtained during the pretest and posttest. Details of the significant score percentage rise in the posttest scores are shown in the table below. Every single research participant had shown significant improvement in their posttest test results.

Table 4.2 Increased percentages in the posttest scores

Student Code	Pretest Score	Posttest Score	Increase in Test score	% Difference
Std 1	19	27	8	27%
Std 2	15	27	12	40%
Std 3	20	24	4	13%
Std 4	18	26	8	27%

Table 4.2 Increased percentages in the posttest scores (Cont.)

Student Code	Pretest Score	Posttest Score	Increase in Test score	% Difference
Std 5	21	29	8	27%
Std 6	19	25	6	20%
Std 7	22	27	6	18%
Std 8	21	27	6	20%
Std 9	22	27	5	15%
Std 10	20	28	8	27%
Std 11	19	27	8	27%
Std 12	17	28	12	38%
Std 13	19	29	10	33%
Std 14	22	28	6	20%
Std 15	13	23	11	35%
Std 16	9	22	13	42%
Std 17	14	18	5	15%
Std 18	23	30	8	25%
Std 19	20	29	10	32%
Std 20	20	30	10	32%
Std 21	19	22	4	12%
Std 22	13	22	9	30%
Std 23	14	20	6	18%
Std 24	7	11	4	13%
Std 25	8	18	11	35%
Std 26	11	22	11	37%
Std 27	18	30	12	40%
Std 28	18	27	10	32%
Std 29	15	23	9	28%
Std 30	22	29	7	23%
Std 31	13	25	12	38%

Table 4.2 Increased percentages in the posttest scores (Cont.)

Student Code	Pretest Score	Posttest Score	Increase in Test score	% Difference
Std 32	11	22	11	35%

Table 4.2 provides a comprehensive understanding of how each student's scores improved from the pretest to the posttest. On the posttest, each and every one of the research participants improved. The highest score of the research participant in the pretest was 23 and the lowest was 7 respectively. 30 was the highest score and 11 the lowest in posttest. Std No.16 showed the maximum difference of 13 points, while std No.3, std No 21 and std No.24 showed the lowest but an increase of 3 and 4 points as compared to pretest. It was clearly evident that all students' posttest scores were much higher than the pretest scores. The maximum improvement is when a student performs better on the posttest than the pretest. All the students had their posttest scores improved which confirmed that the interventions worked well.

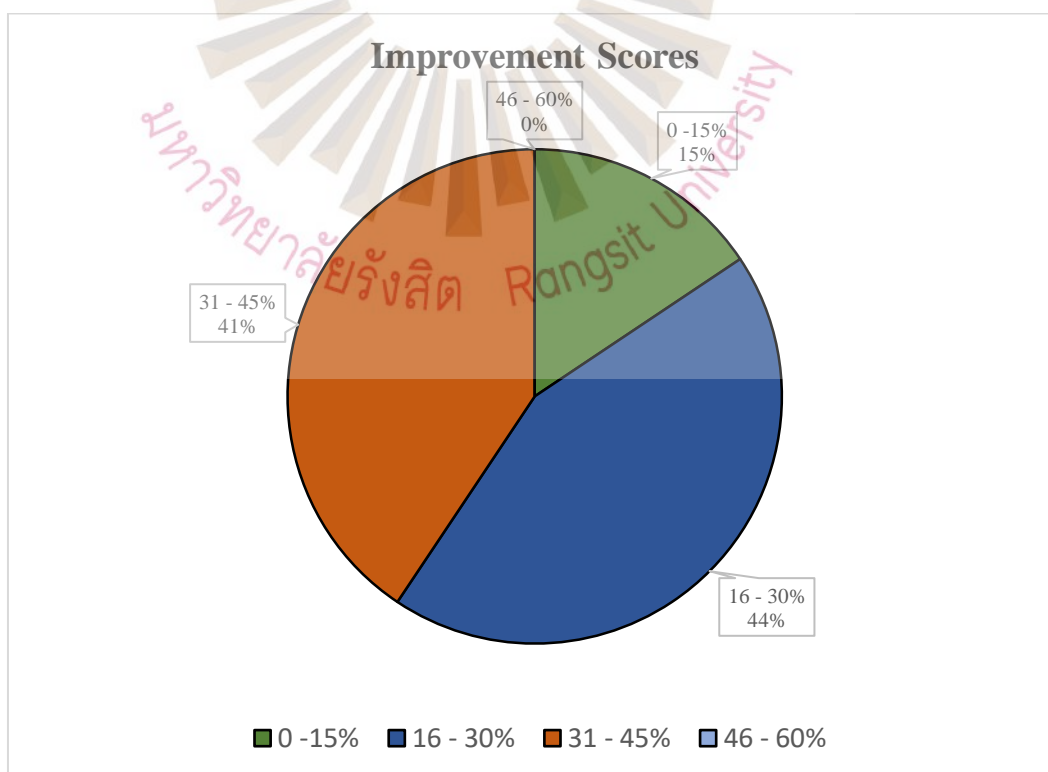


Figure 4.2 Number of students in each score difference

The pie chart above illustrates the number of students in each score difference between the pretest and the posttest. From the total of 32 students, 5 students which is equal to 15% secured 0-15%, 13 students which is equal to 41% secured 31% - 45% and 14 students which is equal to 44% secured 16% -30% more in the posttest than in the pretest which is the maximum increase in the posttest than the pretest. Therefore, the maximum number of students were able to significantly improve the posttest compared to the pretest.

4.2 QUALITATIVE DATA ANALYSIS

To achieve the second objective of the study, semi-structured interviews were conducted to collect qualitative data. The research participants of grade 6 were interviewed at the end of the study. The students were grouped in 8 groups with 4 members each and they were given numbers instead of names and identities out of respect for the ethical consideration of anonymity and privacy. When responding to the questions, the participants had the option to use any language they preferred (mother tongue). Considering time constraint, the researcher carried out the interview in eight groups of four members each and they were allowed to form group on their own convenient. After being validated and reviewed by three experts, five questions were developed for the interview. (Two from Bhutan and one from Rangsit University.) The students' responses were recorded and transcribed out in English.

Finally, themes were derived through the reading, analysis, and interpretation of the data in line with research objectives and questions. Five themes were used to analyze the data from students' interview: 1) Interest and Fun 2) Learning Satisfaction 3) Learners' Engagement 4) Enhancement of Reading Comprehension and 5) Developing Reasoning and Logical Thinking.

4.2.1 Interest and Fun

Positive attitudes toward the use of the Intensive Reading Approach and Multimodal Teaching were found through the collective analysis of student interviews.

All the group agreed that they enjoyed the use of Intensive Reading Approach with Multimodal Teaching as they came across different strategies used by the researcher in the activities which motivated their interest and fun throughout the lesson.

Student 2 from group 3 states that “Finding meaning from the dictionary on my own was fun as I could explore how to use it and when I was able to find the meaning of the words it was more fun and I learned a lot. Knowing the meaning of the new words before reading the text is really interesting as I could understand the text better.”

Student 1 from group 6 states that “Listening to the audio of the poem recited by the native speaker before watching the video was worth as I could really listen to the tone of the poem and concentrate properly. Watching video later was more interesting and fun as I was able to understand the story in the poem much better and it was easy to answer the questions later”.

Furthermore, student 3 from group 5 shared what she learned with a peer “I loved the activity when we were asked to make the tune of the poem in our group as we came up with different ideas and worked together to make a tune and we had fun and enjoyed the activity.

4.2.2 Learning Satisfaction

Intensive Reading Approach with Multimodal Teaching made the understanding of the poem much easier. “Before I did not enjoy reading poem and writing answer after the lesson as we were not able to understand the poem better but Intensive Reading Approach with Multimodal Teaching helped me to understand the poem better and I answered all the question at the end of the lesson.” stated student 4 from group 2. Students were satisfied with the approach as they were really enjoying the lesson. Most of the students said “We felt very happy to interact with friends while working in the group and learned from each other”.

Therefore, it was learned from the interview that students were very much satisfied with the activities and it made their reading comprehension better.

4.2.3 Learners' Engagement

Most of the answers from the participants stated that the use of Intensive Reading Approach with Multimodal Teaching made learning very engaging and fruitful. Student 1 from group 6 stated that “I really got engaged while making the tune of the poem in our groups as I was interacting among our groups and lots of discussions were done and came up with beautiful tune to present to the class.” Student 3 from Group 1 and 6 said “While looking for the meaning of the new words I really got engaged and was busy looking for the meaning of the new words from the dictionary and while writing the answers for the questions at the end of the lesson.”

Almost everyone in the group acknowledged that “Listening to the audio of the poem first and watching the video later were engaging and it helped us to understand the poem much better than just reading the poem and doing other activities.” Most of them liked watching video as there was animation, sub title and tune of the poem. It was much better to understand the story in the poem and that made the participants to comprehend the poem better. Thus, from their observations, it can be concluded that students found Intensive Reading Approach with Multimodal Teaching fun and engaging.

4.2.4 Enhancement of Reading Comprehension

Despite the exception of a few, almost all of the students believed that using Intensive Reading with Multimodal Teaching was helpful for engaging in reading comprehension. They were able to comprehend the poem in a better way. Student no 4 from group 5 said that “I love to read poem more than before as I enjoyed all the activities in the lesson which made me to understand the poem and comprehend it.” On the other hand, student 3 from group 8 said “Watching video made me to understand the

poem clearer as I could see the picture and animation of the characters with the help of sound and tune of the poem.”

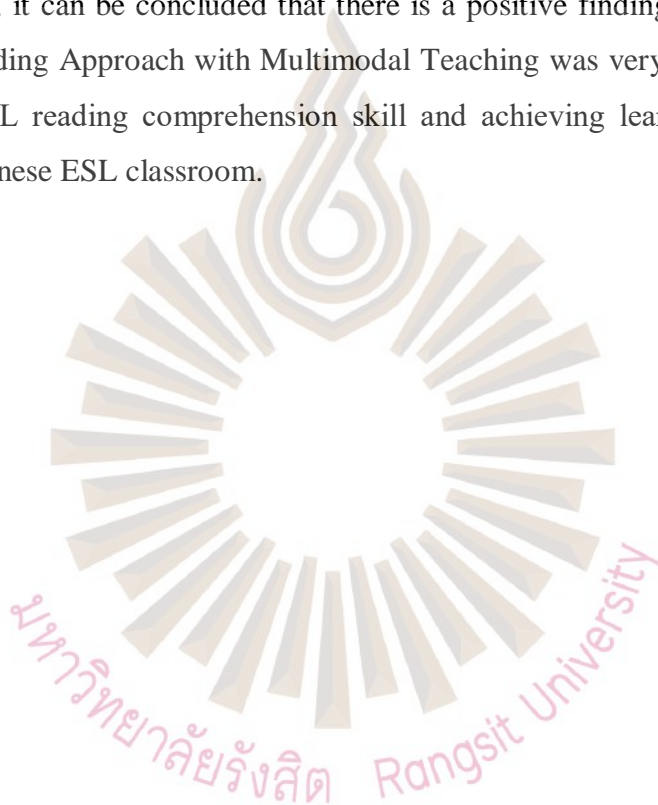
Additionally, the study of the interview data showed that finding meaning of the new words, summary writing, question answering and making tune helped the students to remember the story of the poem. Student 1 from group 1 shared “Finding the meaning of the new words and writing summary helped me to comprehend the poem.” Student 3 from group 7 said “I enjoyed making tune of the poem with my friends as I really had to discuss the poem and make the tune on our own whereby it was easier for me to read and understand the poem.” “It was easier to read the poem along with the reader with correct pronunciation and tone from the video” said student 3 from group 4. Student 2 from group 3 shared “It was very easy to write the answer of the questions since all the activities were very interesting and helped me to remember the whole poem and I could read the poem fluently as well.”

4.2.5 Developing Reasoning and Logical Thinking.

All the research participants responded positively in the interview that Intensive Reading Approach with Multimodal Teaching helped them in better reading comprehension of the poems. The team orientated activities helped students to work in team and learned from each other. On the other hand, audio and video played a vital role in making children love reading poem. Therefore, to support the above statements student 3 from group 5 said “I enjoyed all the activities from the lesson but I enjoyed more while working with friends in finding the meaning of the new words before we read the poem as it was easier for me to understand the poem later.” Student 2 from group 8 said “watching video at the end of the lesson was very effective as I could see the characters and the animations to make the story stronger to understand.” “I will continue to find the meaning of the new word before I read the text and look for the new information from the internet while reading any new text in future” stated student 4 from group 6.

The aforementioned interview results are clear enough to show that most of the students were satisfied and pleased to use the Intensive Reading Approach with Multimodal Teaching which helped them in finding the meaning of the new words, identify the central ideas, write the summary, making tune and answering the questions from the poem. Further, they enjoyed the poem recitation done in the video by the native speakers.

Hence, it can be concluded that there is a positive finding from the study that Intensive Reading Approach with Multimodal Teaching was very effective strategy in enhancing ESL reading comprehension skill and achieving learners' satisfaction in grade 6 Bhutanese ESL classroom.



CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATION

This chapter summarizes the conclusions to the findings of the study, which were formally covered and presented in chapter 4 followed by discussion and recommendations for future use.

The last chapter of this study presents the conclusion to the findings of the study that was explicitly discussed and presented in chapter 4. After the conclusion, the discussion on the findings is presented and finally the chapter 5 concludes with the recommendations for practice and future research.

5.1 CONCLUSION

Following are the two research questions stated in this study:

1) Would there be any improvement in grade 6 Bhutanese students' ESL reading comprehension skill after using an intensive reading approach with multimodal teaching?

2) Would Grade 6 Bhutanese students be satisfied by using an intensive reading approach with multimodal teaching in learning ESL reading comprehension skill?

The research was conducted using both quantitative and qualitative methods and the reading comprehension test (pretest and posttest scores) and semi-structured interview data were gathered and analysed for the study.

5.1.1 The Result of Test Score Analysis

The researcher used the pretest and posttest scores obtained by the research participants to determine the answers to the first research question.

The Paired Sample T-Test was used to compare the mean and standard deviation of the scores. The data analysis found that, when compared to their pretest scores, all of the students' posttest scores had significantly increased.

The students' posttest scores significantly improved, as shown by the significance value of 0.1. Scores on the posttest indicating significant improvement ranged from 4 to 13 points. With a mean difference of 8.18, the pretest and posttest had mean scores of 16.66 and 24.84, respectively. The students achieved significantly higher scores in the posttest than in the pretest, as shown by the statistically meaningful difference in the mean score.

As a result, it was concluded that when Intensive Reading Approach with Multimodal Teaching was used to read poem in English for grade 6 Bhutanese ESL, students' English reading comprehension skill has improved. The first research question and the first research hypothesis, which showed that there would be a significant difference in grade 6 Bhutanese students' ESL reading comprehension skill after using an intensive reading approach with multimodal teaching.

5.1.2 The Result of the Semi-Structured Interview

To fulfill the second research objective: To investigate the learning satisfaction of grade 6 Bhutanese students after using an Intensive Reading Approach with Multimodal Teaching, the semi structured interview was conducted in a group of 8 with four students in each. Keeping in mind the time constraint they were interviewed in a group.

The data was analysed using a thematic analysis by recording the data and later transcribed and interpreted. To evaluate the students' responses the researcher used five themes to categorize the data. The themes were Interest and Fun, Learning Satisfaction, Learners Engagement, Enhancement of Reading Comprehension and Developing Reasoning and Logical Thinking.

The overall result of the data analysis showed that the students were thrilled and inspired to read poems using Intensive reading approach with multimodal teaching. Most of them felt that reading poem and comprehending was difficult and didn't enjoy the lesson before but, with the usage of different strategies in the activity, almost all the students felt easier to comprehend the poem after reading them. Finding the meaning of new words in the beginning of the lesson, using different reading styles, making the tune, writing the summary, themes, audio and videos were among the activities that the students found to be particularly interesting because it made reading comprehension simple and the activities engaging. The students also claimed that the activities gave them opportunities to collaborate with their friends which helped them be more creative and learn more effectively.

The findings of the study showed that using Intensive Reading Approach with Multimodal Teaching improved the participants' ability to comprehend the poem. Through the use of finding meaning of the new words, summary writing, audio and video helped the students in recognizing the key elements and major themes of the poem. These activities increased the students' recall of the narrative, which in turn improved their reading comprehension.

Therefore, both the research question and research hypothesis were highly supported by the findings: The Intensive Reading Approach with Multimodal Teaching increased student satisfaction in grade 6 Bhutanese ESL reading comprehension skill.

5.2 DISCUSSION

Following are the discussions of the key findings in light of the research objectives. All of the findings will be substantiated by the previous studies that was mentioned in the earlier chapters.

5.2.1 Students' ESL Reading Comprehension Skill

To enhance grade 6 Bhutanese student's ESL reading comprehension skill after using an intensive reading approach with multimodal teaching.

Pretest and posttests were conducted to the sample group of 32 grade 6 Bhutanese ESL students before and after the integration of the Intensive Reading Approach with Multimodal Teaching to see whether the students' reading comprehension skill had improved. The results demonstrated that, with a mean difference of 8.18, the posttest mean score (\bar{x} 24.84) was considerably higher than the pretest score (\bar{x} 16.66). The P-value, which measures significance, was 0.001. All of these pointed to the fact that the students' reading comprehension abilities had considerably enhanced when the Intensive Reading Approach with Multimodal Teaching was integrated into reading activities.

Comparing the posttest scores to the pretest scores, every student has improved. The use of an intensive reading approach, according to the students who were interviewed, enhanced their reading and helped them better understand the text. The findings were consistent with research by Rasinski et al. (2017) their findings showed that the result of an intensive reading fluency treatment on overall performance in reading with 37 struggling readers in grade 3 showed that they made significant gain in their reading performance.

This study also confirmed the findings presented by Wilfong (2011), where the researcher stated that the use of poetry academy helps elementary school students improve their reading skills. The findings showed a significant increase in the treatment

group's word correct per minute, word recognition, and attitude toward academic reading and text comprehension. The findings of this study also revealed that students enjoyed reading poetry and following the intervention, they could read fluently and comprehend the text.

The students' academic performance improved with the use of Intensive Reading Approach with Multimodal Teaching. According to the study, academically sound students who received information using the strategy performed better than those who received instruction using a conventional approach. As a result, this study provided evidence that the use of the Intensive Reading Approach with Multimodal Teaching improved academic outcomes. When students were given different activities to find the meaning of the new vocabularies, it further helped them to read the words as well as understand the text which further helped them to answer the questions at the end of the lesson. Similarly, Leonard (2010) found out that the effect of reading and discussing of poetry in fifth grade to measure vocabulary achievement performed well comparing to those who did not receive the treatment. Similarly, Pan and Zhang (2020) conducted research on employing multimodal approach in teaching reading in EFL for high school students in Anhui, China and it was discovered that most students have a good attitude towards a multimodal teaching approach, and that its application in high school EFL can increase students' proficiency in English reading. It will also encourage their interest in the language. Data were collected from reading tests and questionnaires, and their findings shows that students' attitudes towards multimodal teaching approach are generally positive.

Furthermore, the findings of this study were encouraging because out of 32 students, 29 achieved a score of 20 and above in the posttest out of 30. The mean score of the posttest (24.84) was 8.18 higher than the pretest (16.66). Additionally, the clear score difference obtained by student number A16 was one of the notable findings. This student's score changed massively from 9 on the pretest to 22 on the posttest, a huge difference of 13. Therefore, the improvement scores of the students showed that the use of the Intensive Reading Approach with Multimodal Teaching has improved students'

reading comprehension skill. As a result, all of the aforementioned findings provide reliable answers to the first research question.

5.2.2 Students' Learning Satisfaction

To investigate the learning satisfaction of grade 6 Bhutanese students after using an intensive reading approach with multimodal Teaching.

To achieve the second research objective, the semi structured interview was the instrument used to collect the data.

To determine the students' satisfaction with the usage of the Intensive Reading Approach with Multimodal Teaching after the lessons were over, a semi-structured interview was conducted. Thematic analysis was used to examine the collected data. Positive results included interest and fun, learning satisfaction, learners' engagement, enhancement of reading comprehension, and developing reasoning and logical thinking.

As per the findings from the semi structured interview the use of an Intensive Reading Approach with Multimodal Teaching was embraced positively by the students, which was the study's second key finding. It was claimed that using an intense reading strategy was interesting, enjoyable, and pleasant as it motivated and helped participants develop as teams. They claimed that when they began to comprehend the material, it inspired them to read more.

The poems were made simple to understand through the use of Intensive Reading Approach with Multimodal Teaching. Students actively participated in the activities. Therefore, it was found that students were willing to communicate to their peers in groups and present their answers to the class. Multiple Intelligence Theory was clearly applied effectively in this situation where students were able to work together in group and build interpersonal relationship among their friends and interact with the teacher. The musical intelligence also played a vital role here in this study as students were having fun and their interest level increased when the audio and video were played

to scaffold the lesson. It helped them to understand the lesson better and it was very easy to comprehend the text.

According to Albert Bandura's social learning theory, people can learn by imitating, modelling, and watching the attitudes, behaviors, and emotions of others. Therefore, while applying Intensive Reading Approach with Multimodal Teaching students watched the videos and they observed and imitated through the video and later created tune of the poem using their own ideas. Participants were satisfied and enjoyed making tune and presented to the whole class. The classroom environment was so pleasing that everyone enjoyed the activity. All of them got engaged throughout the learning activities and had fun.

Additionally, the study showed that the students preferred to use the Intensive Reading Approach with Multimodal Teaching in the future. This could be attributed to ease of using the strategy, which helped them to explore the meaning of the new words and summarize the main events of the story. The comprehension of the text was better because they could remember the meaning of the words and it was much easier for them to read the text and enhanced their reading comprehension.

As per Hill (2019) the Cognitive Theory of Multimedia Learning, one can learn more deeply from words and visual combined together. The theory believes that there will be significant difference with the learners if they are engaged in such activities so, when all the new words are understood before reading the text, it was easier for them to read and comprehend the text. Reciting poem with tune and video with native speaker through graphics and subtitle made the lesson much more convincing for them to really improve their reading comprehension skill. Therefore, it developed their reasoning and logical thinking. The students wanted the other teacher also to follow the same strategies in future as they felt it easier to understand the poem. The findings were supported by the related research done by Alimus (2018) who researched on improving the students' reading comprehension through Bio poem and the findings indicated that there was no reading comprehension before the treatment, however their reading comprehension

improved significantly. It was proven by the result of the mean score obtained by the student through pretest was 6.1 and posttest was 7.4.

Therefore, all the above findings concluded that the use of Intensive Reading Approach with Multimodal Teaching in the reading comprehension activities showed a positive attitude on the students' overall learning. The main reason for positive learning satisfaction could be due to the use of multimodal strategies during the lesson. Students were very active, attentive and engaged in the classroom activities. Thus, with all the positive answers shared by the students, the researchers concluded that the use of Intensive Reading Approach with Multimodal Teaching motivated and inspired the research participants.

5.3 RECOMMENDATIONS

This study will bring positive impact to enhance the ESL reading comprehension skill and to investigate learning satisfaction of grade 6 Bhutanese students in English using Intensive Reading Approach with Multimodal Teaching for ESL reading comprehension skill. Further, the findings of this study showed that the use of Intensive Reading Approach with Multimodal Teaching improved learning achievement of the students. The following suggestions have been made concerning the advantages of improved teaching and learning as the findings of the study.

5.3.1 Recommendation for Practice

1) The students' learning outcomes were positively impacted by the use of Intensive Reading Approach with Multimodal Teaching. The findings of the study indicated that the learning achievement of the posttest score was higher than the pretest. As a result, it is strongly advised to employ the Intensive Reading Approach with Multimodal Teaching to improve student's reading comprehension skill.

2) Teachers may not only incorporate the use of Intensive Reading Approach with Multimodal Teaching to teach the poetry but also to teach other genres such as short stories, essays and others.

3) Students indicated positive perceptions on learning poetry using the Intensive Reading Approach with Multimodal Teaching. As a result, it is strongly recommended to incorporate while teaching in the classroom.

4) Despite of the class level or size, teachers can opt to use the Intensive Reading Approach with Multimodal Teaching to improve students' reading comprehension skills.

5) Videos can be used after the reading activities as suggested by most of the students since it would help them to comprehend the text intensively.

6) Poems can be taught using strategies like making tune by the students, because students enjoyed it and it helped them to recite, remember and comprehend the text better.

5.3.2 Recommendation for Future Study

The researcher would like to provide the following suggestions to aspiring researchers in order to enable them to conduct research on related topics:

1) The researcher recommends future researchers to study the Intensive Reading Approach with Multimodal Teaching to check the effectiveness of the strategies with different subjects and grade.

2) To support the findings, a study similar to this one can be carried out in primary schools with larger number of students over a longer period of time.

3) Similar study focusing on improving other strands like Listening and Speaking, Reading and Literature, Writing and language can be carried out using Multimodal strategy.

4) Further, similar studies may be carried out with larger scale of participants by more researchers in different schools of the country at a time. Hence, findings can be checked and analysed collaboratively.

Finally, Intensive Reading Approach with Multimodal Teaching was found very effective. The strategies have improved the ESL reading comprehension skill of Bhutanese students. The posttest scores were much higher than the pretest which showed the final positive results of the study.

Furthermore, students were satisfied when using the Intensive Reading Approach with Multimodal Teaching while reading the poem. With the use of multimodal strategies students really enjoyed the activities and they could comprehend the poem at the end of the lesson without much difficulties.

However, a limitation in the use of Intensive Reading Approach with Multimodal Teaching was that due to the time constraint the activities were difficult to carry out on time. Most of the activities were given in group. The researcher felt that some activities can be done quite well with peers and at individual level. Additionally, both teachers and students would be greatly benefited if all the other subject teachers used the method in reading activities.

Finally, Intensive Reading Approach with Multimodal Teaching is a successful teaching strategy to improve students reading comprehension skill.

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APPENDICES



APPENDIX A
LETTER OF APPROVAL

RSU

มหาวิทยาลัยรังสิต
RANGSIT UNIVERSITYมหาวิทยาลัยรังสิต
เมืองเอก ถนนพหลโยธิน
จ.ปทุมธานี 12000Rangsit University
Muang-Ake, Paholyothin Rd.
Pathumthani 12000, ThailandT: (66) 21997-2200-30
F: (66) 2191-3751
E: info@rsu.ac.th

Director General
Department of School Education
Ministry of Education
Thimphu, Bhutan

Date: July 8, 2022

Subject: Request for Permission to Collect Data for Master of Education Theses

Dear Sir,

Master of Education Program in Curriculum and Instruction, Suryadhep Teachers College would like to request your permission for five Master of Education candidates to collect data for theses in Bhutan in the period of July 10, 2022 to August 20, 2022. The details of the candidates are shown as follows:

Sl. No	Name	Research Title	Research School
1	Tenzin Pema	The Application of Intensive Reading Approach with video for ELS Reading Comprehension Skill of Grade 6 Bhutanese Students.	Chumithang Middle Secondary School, Chhukha.
2	Leki Dorji D	The Application of Place-Based Education in Social Studies of Grade 5 Bhutanese Students.	Jyengkana Primary School, Haa.
3	Pema Seldon	The Integration of Web Applications and Collaborative Learning in Mathematics for Grade 5 Bhutanese Students.	Phuentsholing Lower Secondary School, Phuentsholing Thromde.
4	Tshering Pem	The Application of Play-Based Learning for a Science Subject of Grade 5 Bhutanese Students.	Dechencholing Higher Secondary School, Thimphu Thromde.
5	Pema Dorji	The Study of Primary Bhutanese Teachers' Perceptions and Practices Towards the Use of Technology in Teaching.	13 Primary Schools, Tsirang.

Thank you for your kind consideration.

Truly yours,

NIPAPORN S

Nipaporn Sakulwongs, Ed.D
Director of Master of Education Program in Curriculum and Instruction
Suryadhep Teachers College, Rangsit University
Muang-Ake, Paholyothin Road,
Lakhok, Pathum Thani 12000 Thailand

Mobile Number: +66-868846226
Telephone: +662997-2222 ext.1275

Chief, SPED
For review & no.
4/7/22



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education



Rethinking Education

DSE/SPCD/SLCU(2.1)2022/1538

July 4, 2022

Chief Dzongkhag/Thromde Education Officers
Chukha, Haa and Tsirang Dzongkhag
Phuentsholing and Thimphu Thromde

Subject: Approval to collect data for Master of Education Thesis.

Dear Sirs/Madams,

The Director, Master of Education Program in Curriculum and Instruction at Suryadhep Teachers College, Rangsit University in Thailand has written to the Ministry seeking permission to conduct data collection from the attached list schools for thesis writing of our teachers who are undergoing their Masters Degree at Rangsit University.

To this effect, the Ministry of Education is pleased to accord approval for collection of data as per the list from the month of July to August, 2022. However, the researchers are requested to carry out the task without affecting the normal instructional hours.

Therefore, you are requested to kindly facilitate the researchers to collect data for their theses please.

Thanking you,

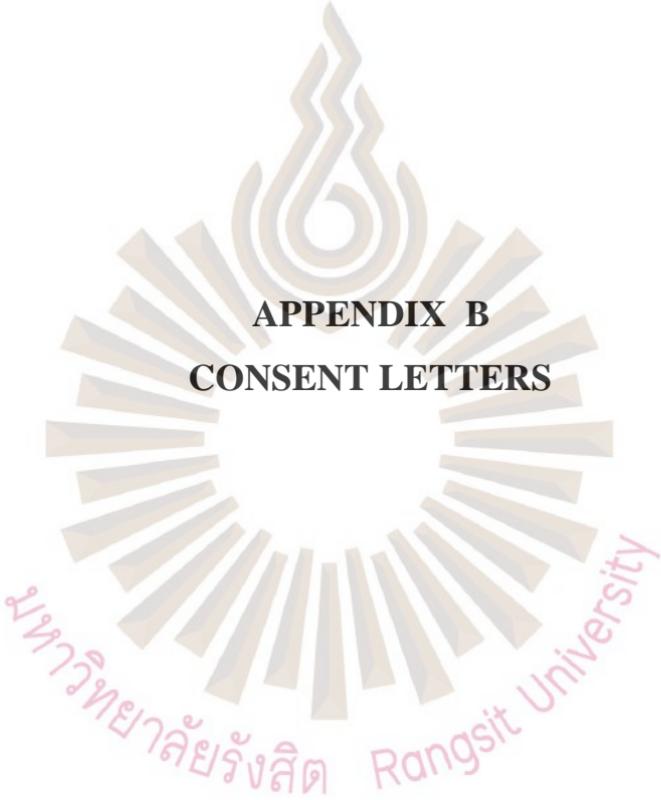
Sincerely yours,

(Karma Galay)

Officiating Secretary

Copy to:

1. Principals of the listed schools for kind information and support
2. Director, Master of Education Program in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University for kind information
3. Chief Program Officer, SPCD, DSE for kind information

The logo of Rangsit University is a watermark in the background. It features a stylized flame or sunburst design at the top, with a circular arrangement of radiating lines below it. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

APPENDIX B
CONSENT LETTERS



ལྷ་དཔལ་ལྷན་ཁྲུག་གཞུང་།
 རྒྱལ་ཁབ་འདུན་པའི་རྒྱུ་རྩུ་ལྷན་ཁྲུག་།
 ROYAL GOVERNMENT OF BHUTAN
 DZONGKHAG ADMINISTRATION
 Ngoedrup-Tse Dzong: Chhukha
 Education Sector



CDA/EDU-40/2022-2023/342

June 21, 2022.

To
 The Principal,
 Chumigthang MSS,
 Chhukha.

Subject: Approval to collect data for Master of Education Thesis

Sir,

The Dzongkhag Education Sector, Chhukha is pleased to accord approval for Mrs. Tenzin Pema, teacher to collect data for her Master of Education Thesis in your school ifrom 1st of August 2022. This is in accordance with the approval from the ministry vide letter DSE/SPCD/SLCU(2.1)2022/1538 dated July 4, 2022.

However, the researcher is asked to carry out the data collection without hindering the instructional hours of the school.

Thank you,

Yours sincerely,

Ngawang Dorji
 Chief DEO

Cc:

1. The Principal DEO, Phuntsholing Dungkhag for kind information.
2. Mrs. Tenzin Pema, Teacher, Chumigthang MSS, Chhukha for information.

Principal Consent Letter

Dear sir,

I am undergoing Master of Education in Curriculum and Instruction, at Rangsit University, Thailand. I am conducting a research study on **"The Application of Intensive Reading Approach with Multimodal for ESL Reading Comprehension Skill of grade 5 Bhutanese students"**. The main focus of this study is will be to enhance students reading comprehension skill through the use of intensive reading approach and Multimodal. I will be teaching four poems for the period of four weeks. The content of the teaching will be same as they are supposed to learn. I am sure that the strategy that I will be using will help in improving the reading comprehension skill of the students. A pre test will be conducted before the lessons are delivered an instrument involve a post test and an interview will be conducted towards the end. These tools will be solely used for research purpose.

Therefore, I would like to seek your prior consent to let one section of grade six students to take part in this study. I assure you that no information such as students' names, identifications and school will be used in the research paper or presentations. Confidentiality of all information will be maintained at all times.

Your support for this research will be appreciated.

Yours Sincerely,



Tenzin Pema

Student

Rangsit University, Thailand.

I give my consent to conduct the research study with grade six students of my school. I confirm and acknowledge that I am being made clear about the content of the research study and have read the letter provided by the researcher.



Principal

PRINCIPAL

Wangmang Secondary School



Academic Head



Class Subject Teacher

CONSENT LETTER FORM PARENTS

Dear Parents,

I am undergoing Master of Education in Curriculum and Instruction, at Rangsit University, Thailand. I am conducting a research study on **"The Application of Intensive Reading Approach with Multimodal for ESL Reading Comprehension Skill of grade 6 Bhutanese students"** and I have chosen Chumigthang Middle Secondary School as my research school.

To enable myself to collect my research data, I will be teaching four poems. One from their text and three from other sources. I will be teaching eight lesson for four weeks and I am sure that the strategy that I will be using to teach will help in improving the reading comprehension skill of the students in English. This research requires student participation. The instruments involved during the study are pretest and posttest, and semi-structured interview for obtaining the required data. Therefore, I would like to seek your permission to let your child participate in this study. Their names, identifications, and schools will be kept confidential and anonymous.

I will remain deeply indebted to you for your support towards this study. Thank You.

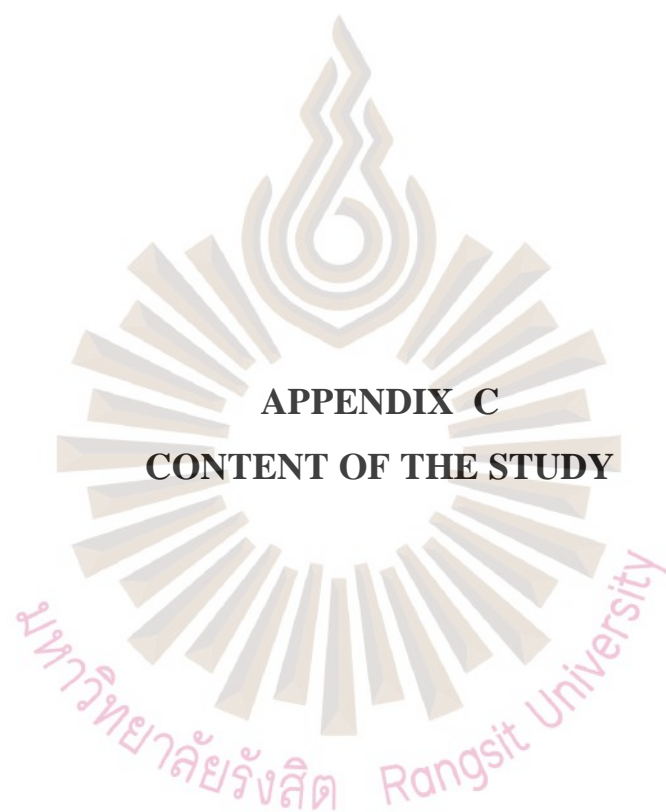
Yours sincerely



(Tenzin Pemra)
Researcher

Note: I as a parents/guardian of my child understood the consent and the intend of this letter and I willingly agree to let my child, Chimi Alimdo to be the participant of the research as planned by the researcher.

Name Riazin Relation to the child Father
Signature [Signature] Date 19.07.2022



APPENDIX C
CONTENT OF THE STUDY

1. I Like Myself - Karen Beaumont

I like myself!

I'm glad I'm me.

There's no one else I'd rather be.

I like my eyes, my ears, my nose.

I like my fingers and my toes.

I like me wild.

I like me tame.

I like different and the same.

I like me fast. I like me slow

I like me everywhere I go.

I like me on the inside, too,
for all I think and say and do. Inside, outside, upside down,
from head to toe and all around.

I like it all! It all is me!

And me is all I want to be.

And I don't care in any way
what someone else may think or say. I may be called a silly nut
or crazy cuckoo bird-so what?

I'm having too much fun, you see, for anything to bother me!

Even when I look a mess,

I still don't like me any less

'cause nothing in this world, you know, Can change what's deep inside, and so... No
matter if they stop and stare,

no person ever

anywhere

can make me feel that what they see

is all there really is to me.

I'd *still* like me with fleas or warts,

or with a silly snout that snorts,

or knobby knees or hippo hips

or purple polka-dotted lips,

or beaver breath or stinky toes
 or horns protruding from my nose,
 or - yikes! - with spikes all down my spine, or hair that's like a porcupine.
 I *still* would be the same, you see...
 I like myself because I'm **ME!**

2. The Fish that couldn't climb the tree- Steve Attewell

Simon the fish splished and splashed,
 And dashed about the river weeds,
 He whizzed and whooshed and twisted through,
 The water, round the sticks and reeds,

He swam at speed, this way and that,
 Jumped from the water, with a spin,
 He felt the air against his scales,
 Then grinned a grin, and plopped back in,

"Hey, fish, Hey fish," he heard as he,
 Was flying through the morning air,
 He stopped and looked toward the bank,
 And saw a squirrel standing there,

"Hey fish, I see you swim quite well,"
 He sneered, "You're not as good as me,
 I bet that you're no good on land,
 I bet that you can't climb a tree!"

With that he shot straight up a tree,
 And stood there with a splendid stance,
 Stared down at Simon from the top,
 And danced a little squirrel dance,
 Simon struggled through the shallow,

Waters by the river bank,
And as he flopped across the mud,
His little fishy heart; it sank,

“Ha ha,” laughed squirrel, “You’re no good,
You shouldn’t ought’ a,
Stay off land, and out my tree,
You’re like a fishy out of water!”

As hard as he could flap his fins,
As hard as he could thrash his tail,
As hard as he could push himself,
He knew that he was bound to fail,

He couldn’t make it through the mud,
The twigs and all the fallen leaves,
He couldn’t make it to the trees,
No, he could only gasp and wheeze,

“Ha ha,” laughed squirrel, “You’re no good,
You shouldn’t try, you shouldn’t ought’ a,
Stay off land, and out my trees,
You’re like a fishy out of water!”

Simon sank back to the depths,
Right down to hug the river bed,
So sad that he could not climb trees,
He shrugged his fins and shook his head,

“Oh, how I wish I could climb trees,”
He sighed and cried, he felt depleted,
Simon slinked behind a rock,

He felt so sad, he was defeated,

Squirrel danced upon his branch,
Guffawing, giggling and hooting,
Then he spluttered and he coughed,
He tripped, and slipped, and lost his footing,

Squirrel screamed and, as he fell,
He flapped his arms, to no avail,
He fell into the stream below;
A massive splash, he whooped and wailed,

He burbled and he babbled,
Bubbles bursting, as he paddled,
And the current pulled him under,
As he splished and splashed and scrabbled,

Squirrel thought, “Now this is it!
I cannot swim, I’m bound to drown!,
He grumbled and he tumbled through ,
The water as it dragged him down,

But then came Simon, swimming fast,
“At last,” thought the squirrel, “Help is here.”
And Simon pulled him through the water,
Tugging squirrel’s fluffy ear,

Squirrel gasped the morning air,
Clever Simon pushed and heaved,
Then out they flopped onto the bank,
And squelched into the muddy leaves,
Squirrel panted, “Thank you fish,

That was so very good of you,
To fish me from the water after,
I behaved like such a fool.”

“That’s alright,” said Simon fish,
“You acted like a silly clown,
But that’s no reason not to help,
I couldn’t sit and watch you drown.”

Next day the squirrel came with friends,
He pointed, “Everyone, that’s him,
He’s the fish that saved my life,
Oh Simon, teach us how to swim!”

So Simon spent the morning teaching,
Squirrels how to doggy paddle,
Then the breast-stroke, and front-crawl,
Until they were quite tired, bedraggled,

Now, if any danced on branches,
Lost their footing, and fell in,
They could swim back to the bank,
And climb up their tree again,
To give their thanks, some carried Simon,
To an overhanging branch,
And watched him dive into the water,
As others sat and had their lunch,
They clapped and cheered as Simon span,
So deftly through the air and then,
On Wednesday there’s a competition,
They watch and mark him out of ten.

3. The Owl and the Pussy Cat – Edward Lear

The Owl and the Pussy-Cat went to sea
 In a beautiful pea-green boat:
 They took some honey, and plenty of money
 Wrapped up in a five-pound note.
 The Owl looked up to the stars above,
 And sang to a small guitar,
 "O lovely Pussy, O Pussy, my love,
 What a beautiful Pussy you are,
 You are,
 You are!
 What a beautiful Pussy you are!II.

Pussy said to the Owl, "You elegant fowl,
 How charmingly sweet you sing!
 Oh! let us be married; too long we have tarried:
 But what shall we do for a ring?"
 They sailed away, for a year and a day,
 To the land where the bong-tree grows;
 And there in a wood a Piggy-wig stood,
 With a ring at the end of his nose,
 His nose,
 His nose,
 With a ring at the end of his nose.III.

"Dear Pig, are you willing to sell for one shilling
 Your ring?" Said the Piggy, "I will."
 So they took it away, and were married next day
 By the Turkey who lives on the hill.
 They dined on mince and slices of quince,

Which they ate with a runcible spoon;
 And hand in hand, on the edge of the sand,
 They danced by the light of the moon,
 The moon,
 The moon,
 They danced by the light of the moon.

4. There's a crocodile in my lunch box - Steve Attwell

I opened up my lunchbox,
 I'd been hungry for a while,
 And there, amongst the bread and cheese,
 There sat a crocodile,

I saw the crumbs upon its jaws,
 It looked at me, and i at it,
 He'd eaten all my biscuits up,
 And they 're my favourite bit,

Still with eyes affixed on me,
 He opened up his mouth, and he,
 Snapped up a massive lump of cheese,
 How will I stop this travesty?

I opened up my pencil case,
 And picked my ruler up,
 And poked him in the earhole,
 But that didn't make him stop,

His jaws bit down, and then a SNAP,
 His twist and turned , was quite a move,
 Plastic shards flew here and there,
 He rudely ruined my favourite ruler,

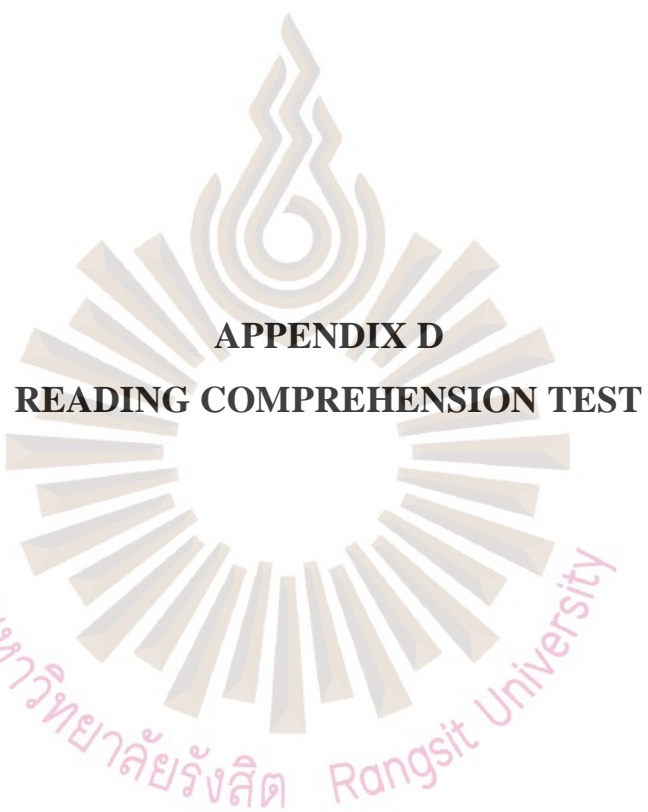
He eyed me with distrust as he
Munched on my pickled egg,
And when he'd finish eating that,
Jumped out and up my leg,

He climbed onto my head to see,
As far as he could see,
Then jumped in Geoffrey's lunch box,
To have another feed,

Geoffrey looked upset with me,
There was nothing i could do,
To stop the croc from leaping in,
His lunchbox for the food,

We ran across the local field,
In our step, an urgent spring,
We marched down to the village pond,
And threw the lunchbox in,

Now crocodile lives in the pond,
We dare not get too close,
In case he jumps and eats our lunch,
Or bites us on the nose.



APPENDIX D
READING COMPREHENSION TEST

Appendix D: Reading Comprehension Test

Reading Comprehension Test for Pre-test

Student Code: Subject: English Grade 6 Time 60 minutes

Multiple Choice Question (1X20 Marks)

Direction: Each question below is followed by four possible choices. Choose the correct answer and write in the space provided.

1. The central idea of the poem “I Like” is about.....

- A. Friendship
- B. Animal
- C. self confidence
- D. nature

Ans:

2. The synonym of the word *silly* is

- A. beautiful
- B. foolish
- C. intelligent
- D. strong

Ans:

3. Another title of the poem could be

- A. Self-Worth
- B. Sports
- C. Love for Family
- D. Appreciating Nature

Ans:

4. After reading the poem, the poet is a person.

- A. narrow minded
- B. arrogant
- C. open minded
- D. humble

Ans:

5. Having positive self-confidence is important because

- A. it will help you boost your self-esteem.
- B. it will help me feel low.
- C. it will help you make money.
- D. it will build negative thoughts.

Ans:

6. The poet of the poem 'The Fish that couldn't climb a tree' is

- A. Steve Attewell
- B. Karen Beaumont
- C. Edward Lear
- D. Rowena Sommerville

Ans:

7. Simon, the fish came across

- A. a silly fox.
- B. an arrogant squirrel.
- C. a sincere snake.
- D. a funny monkey.

Ans:

8. The squirrel marked the fish out ofin a competition.

- A. 5
- B. 6
- C. 10
- D. 2

Ans:

9. The squirrel was saved by when he fell from the tree.

- A. the fish
- B. his friend
- C. the monkey
- D. the fox

Ans:

10. Simon feltwhen he couldn't breathe on the land.

- A. happy

- B. silly
- C. depleted
- D. great

Ans:

11. A word in the poem which rhymes with spoon is.....

- A. soon.
- B. noon.
- C. balloon.
- D. moon.

Ans

12. How many syllables are there in the word 'elegant'?

- A. Four
- B. Three
- C. Two
- D. Five

Ans:

13. The antonym for the word beautiful is.....

- A. ugly
- B. plain.
- C. pretty.
- D. dark.

Ans:

14. The poem 'Owl and the Pussycat' is a poem.

- A. lyric
- B. dramatic
- C. narrative
- D. descriptive

Ans:

15. How many characters are there in the poem?

- A. Four
- B. One

C. Two

D. Three

Ans:

16. According to the poem, the crocodile seems to be.....

A. angry with the boys.

B. hungry.

C. enjoying the pond.

D. dancing.

Ans:

17. The poet usedto chase away the crocodile.

A. stone

B. ruler

C. pencil

D. book

Ans:

18. "He eyed me with distrust". What is the meaning of the underlined word?

A. trust

B. suspicious

C. hurt

D. annoyed

Ans:

19. Jeoffery looked upset with the poet because

A. the crocodile leaped on his lunch box.

B. his friend ate his lunch.

C. the crocodile ran away.

D. the teacher scolded them.

Ans:

20. Where does the crocodile live now?

A. Inside the classroom.

B. On the lunch box

C. Under the tree

D. In the pond

Ans:

Short answer questions.

(10 marks)

Direction: Answer the following questions briefly in your own words.

Write your answer in the space provided under each question.

1. What do you like most about yourself? Why or why not? (2)

Ans.....
.....

2. How will you feel about yourself if there are warts or purple polka-dotted lips on your face? Give two reasons. (2)

Ans.....
.....

3. Do you think helping others is important? Give two reasons? (2)

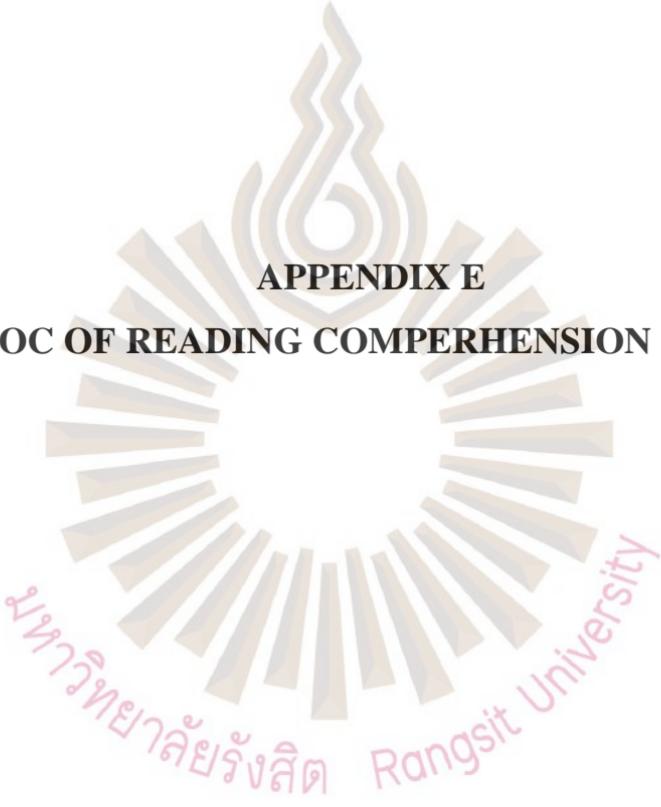
Ans.....
.....

4. Is the title of the poem 'The Owl and the Pussycat' suitable? Justify with two reasons. (2)

Ans.....
.....

5. Write two central ideas of the poem 'There's a Crocodile in my Lunchbox'? (2)

Ans.....
.....

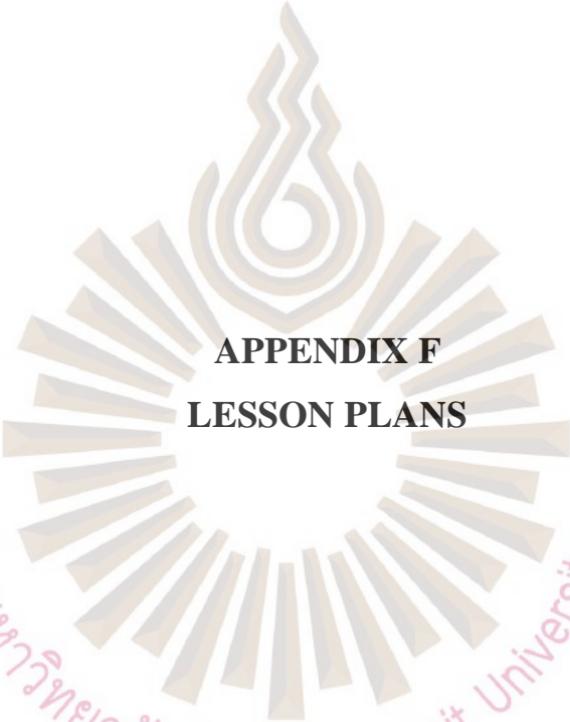
The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a circle of radiating lines, resembling a sun or a flower. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

APPENDIX E
IOC OF READING COMPERHENSION TEST

IOC FOR READING COMPERHENSION TEST

SI No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
Multiple Choice Question						
1.	Multiple Choice Question 1	+1	+1	+1	+1	Congruent
2.	Multiple Choice Question 2	+1	+1	+1	+1	Congruent
3.	Multiple Choice Question 3	+1	+1	+1	+1	Congruent
4.	Multiple Choice Question 4	+1	+1	+1	+1	Congruent
5.	Multiple Choice Question 5	+1	+1	+1	+1	Congruent
6.	Multiple Choice Question 6	+1	+1	+1	+1	Congruent
7.	Multiple Choice Question 7	+1	+1	+1	+1	Congruent
8.	Multiple Choice Question 8	+1	+1	+1	+1	Congruent
9.	Multiple Choice Question 9	+1	+1	+1	+1	Congruent
10.	Multiple Choice Question 10	+1	+1	+1	+1	Congruent
11.	Multiple Choice Question 11	+1	+1	+1	+1	Congruent
12.	Multiple Choice Question 12	+1	+1	+1	+1	Congruent
13.	Multiple Choice Question 13	+1	+1	+1	+1	Congruent

14.	Multiple Choice Question 14	+1	+1	+1	+1	Congruent
15.	Multiple Choice Question 15	+1	+1	+1	+1	Congruent
16.	Multiple Choice Question 16	+1	+1	+1	+1	Congruent
17.	Multiple Choice Question 17	+1	+1	+1	+1	Congruent
18.	Multiple Choice Question 18	+1	+1	+1	+1	Congruent
19.	Multiple Choice Question 19	+1	+1	+1	+1	Congruent
20.	Multiple Choice Question 20	+1	+1	+1	+1	Congruent
Short Answer Questions						
21.	Short Answer Question 1	+1	+1	+1	+1	Congruent
22.	Short Answer Question 2	+1	+1	+1	+1	Congruent
23.	Short Answer Question 3	+1	+1	+1	+1	Congruent
24.	Short Answer Question 4	+1	+1	+1	+1	Congruent
25.	Short Answer Question 5	+1	+1	+1	+1	Congruent
Overall Average		+1				Congruent



APPENDIX F
LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Appendix F Lesson Plans

Lesson Plan 1 (session 1 and 2)

Class: 6

Class Strength: 32

Date:

period:

Time: 90

Minutes

Subject: English

Topic: I Like myself (Poem)

Teaching Strategy: Intensive Reading Approach with Multimodal

Teaching Learning Materials:

- Printed text (Poems)
- Worksheets (comprehension questions)
- Power point
- Laptop
- Chart paper
- Sticky pad
- Marker pen
- Notebook /pen

Lesson Objectives: By the end of the lesson a child will be able to:

- a. read the poem fluently using correct pronunciation, intonation, rhythm and pitch after an intensive reading approach.
- b. write the answers for the questions from the poem after watching the video.
- c. make sentences using the new words from the poem.
- d. summarize the poem in their own words.

Lesson Introduction – 5 minutes

As a lesson introduction, the teacher will show a picture of the cover page of the poem from the power point projector and use a webbing strategy to introduce the title of the poem. Students will be asked to write a sentence each on the sticky note about what the poem will be about by looking at the picture. Then, the teacher will paste the webbing chart on the board and let students paste their writing on the web chart. After that, the teacher will read students' writings and introduce the topic by relating from students' work.

Lesson Development

Activity 1 (25 minutes)

Pre-Reading Activity

- Teacher will introduce the following new vocabulary from the poem.

Vocabulary: tame, flea, wart, snout, snort, ink, protrude, knobby, beaver, spike

- Teacher will divide the class into five groups with six members.
- Each group will be assigned with two words.
- They will find the meaning of the words given using dictionary
- Then they will construct sentences for the words.
- Let one of the group members read their sentences to the whole class.

Activity 2 (25 Minutes)

While -reading activity

- Teacher will do model reading of the poem using correct pronunciation, intonation, rhythm and pitch.
- Teacher will read the poem and let the student repeat after her.
- Then the teacher and students will read the poem together.
- After that teacher will let students tell the summary of the poem.
- The teacher will let their responses come up with popcorn.

Activity 3 (5 minutes)

Post reading activity

Teacher will display the following comprehension questions from the poem using a power point slide.

1. Name five things that the speaker likes about herself.
2. What are your favourite lines in the poem? Explain.
3. Do you think the speaker cares about what others think about herself? Why or why not?
4. What do you like the most about yourself? Why?
5. Do you think having a positive self-image is important? Why?
6. What is the central idea of the poem?

Let students read the questions on their own.

Activity 5: video (25 Minutes)

- Teacher will play the audio of the poem and let children listen carefully and later show the video of the poem.
- After watching the video students will write the answers in their notebook.
 1. Name five things that the speaker likes about herself.
 2. What are your favourite lines in the poem? Explain.
 3. Do you think the speaker cares about what others think about herself? Why or why not?
 4. What do you like the most about yourself? Why?
 5. Do you think having a positive self-image is important? Why?
 6. What is the central idea of the poem?

Lesson Closure (5 Minutes)

- The teacher will close the lesson by presenting the central theme of the poem.
“This poem helps to find a place in the world and gives them a sense of self-worth and the importance of self-acceptance before anything else”

Lesson Plan 2 (session 1 and 2)

Class: 6

Class Strength: 32

Date:

period:

Time: 90

Minutes

Subject: English

Topic: The fish that couldn't climb trees (Poem)

Teaching Strategy: Intensive Reading Approach with Multimodal

Teaching Learning Materials:

- Printed text (Poems)
- Worksheets (comprehension questions)
- Power point
- Laptop
- Notebook/pen

Lesson Objectives: By the end of the lesson a child will be able to:

- a. read the poem fluently using correct pronunciation, intonation, rhythm and pitch after an intensive reading approach.
- b. match the words with the meanings.

- c. write the theme and summary of the poem.
- d. answer the comprehension questions.

Lesson Introduction (10 minutes)

Teacher will read out the title of the poem and ask students to guess what the poem will be about and let students guess the story. Then start by reading the poem out loud to the students and let them listen. After that ask students to underline difficult lines phrases, and words in the poem with the pencil.

Lesson Development

Activity 1 (15 minutes)

Pre-Reading Activity

- Teacher will display the meaning of five words from the following vocabulary using power point slides as a sample.
- Then the teacher will let them find the meaning of the remaining vocabulary in a group of six with five members each.
- Each group will find the meaning of three words and present it to the whole class.

Vocabulary: reed, grin, sneer, splend, stance, thrash, gasp, deplete, guffaw, hoot, splut flap, wail, burb, babble, paddle, scrabble, grumble, tumble, heave, squelch, pan, deft

Activity 2 (20 minutes)

- Teacher will play the audio of the poem and let students listen to it carefully.
- Later let students watch the video of the poem.
- Teacher will let the group write the summary and theme of the poem and present it to the whole class.

Activity 3 (15 Minutes)

While -reading activity

- Teacher will divide the students in groups of 5 with 6 members in a group.
- Each group will be assigned to read 5 stanzas of the poem.

- After group reading, they will do choral reading with the whole class.

Activity 4 (20 Minutes)

Post reading activity

- Teacher will display the following comprehension questions from the poem.
- Then the teacher will call a member from the group to pick up the question number.
- In groups they will discuss the answer for the question they have picked.
- After discussion one of the members from the group will answer the question.

Questions

1. Describe the way Simon swims and the squirrel dances on the tree.
 2. Does the poem be associated with the phrase “Friend in need is friend in deed”? Support your answer with examples from the poem.
 3. Who is your favourite character from the poem? Why?
 4. Which line in the poem do you like the most? Justify your choice?
 5. Is the title of the poem suitable? Justify with three reasons.
- Then the teacher will assess their answers and give necessary feedback using the following rubrics.

Lesson Closure (10 Minutes)

- The teacher will check their comprehension question answers and give necessary feedback.

Lesson Plan 3 (session 1 and 2)

Class: 6

Class Strength: 32

Date:

period:

Time: 90

Minutes

Subject: English

Topic: The Owl and the Pussy Cat (Poem)

Teaching Strategy: Intensive Reading Approach with Multimodal

Teaching Learning Materials:

- Printed text (Poems)
- Power point
- Laptop

Lesson Objectives: By the end of the lesson a child will be able to:

- Read the poem fluently using correct pronunciation, intonation, rhythm and pitch after an intensive reading approach.
- make a tune of the poem in group.
- recite the poem using the tune.
- write the answers for the questions.

Lesson Introduction (10 minutes)

Teacher will introduce the poem by reading out the title of the poem and the author and immediately play the audio of the poem recited by the native speaker. Then start by reading the poem out loud to the students and let them listen. After that ask students to read the poem on their own for 5 Minutes.

Lesson Development

Activity 1 (10 minutes)

Pre-Reading Activity

- Teacher will display five vocabulary words with meaning using power point slides.
- Then the teacher explains the meaning to the students.

Vocabulary: wrap, charming, tarried, dined, runcible,

Activity 2 (30 Minutes)

While -reading activity

- Teacher will divide the students in groups of 5 with 6 members in a group.
- Each group will be assigned to create a tune of the poem.
- After creating tune each group will present their tune in the class.

Activity 3 (10 minutes)

- Teacher will play the video of the poem and let children watch it carefully.

Activity 4 (5 Minutes)

Post reading activity

- Teacher will display poem and let the whole class recite the poem.

Lesson Closure (25 Minutes)

- Teacher will ask the following comprehension questions and let students answer verbally by volunteering.

Questions

1. What is the title of the poem?
2. Who is the poet?
3. What did they take with them in the boat?
4. What did the pussy cat called the owl when he sang a song?
5. Where will you take the pussy cat if you were the owl in the poem?
6. How long did their sea journey took?
7. which character did you like the most? Why/Why Not.
8. Who helped them to get married?
9. After the delicious feast, what did the owl and pussy cat do?
10. What is the central idea of the poem?

Lesson Plan 4 (session 1 and 2)

Class: 6

Class Strength: 32

Date:

period:

Time: 90 Minutes

Subject: English

Topic: There's a crocodile in my lunch box (Poem)

Teaching Strategy: Intensive Reading Approach and Video

Teaching Learning Materials:

- Printed text (Poems)
- Worksheets (comprehension questions)
- Power point
- Laptop
- Notebook /pen

Lesson Objectives: By the end of the lesson a child will be able to:

- a. read the poem fluently using correct pronunciation, intonation, rhythm and pitch after an intensive reading approach.
- b. find the meaning of the new words from the poem.
- c. make sentences using the new words.
- d. answers the questions in pair after watching the video.
- e. write a similar poem on their own.

Lesson Introduction – 5 minutes

As a lesson introduction, the teacher will show the title of the poem and ask students to predict what the poem will be about and listen to all their answers and talk about the title of the poem.

Lesson Development

Activity 1 (25 minutes)

Pre-Reading Activity

- Teacher will introduce the following new vocabulary from the poem.

Vocabulary: crumb, affix, snap, travesty, twist, shard.

- Teacher will divide the class into five groups with six members.
- Each group will be asked to find the meaning of the new words using dictionary.
- Then they will construct sentences for the words.
- Let one of the group members read their sentences to the whole class.

Activity 2 (10 Minutes)

While -reading activity

- Teacher will do model reading of the poem using correct pronunciation, intonation, rhythm and pitch.
- Teacher will read the poem and let the student repeat after her.
- Then the teacher and students will read the poem together.

Activity 3 video (20 Minutes)

Teacher will play the audio of the poem and let children listen to it carefully and later show the video and let them watch it.

- After watching the video teacher will ask questions and let students answer verbally.
 1. What is the title of the poem?
 2. Who is the poet?
 3. How many stanzas are there in the poem?
 4. How many characters in the poem?
 5. Who ate up the kid's lunch?
 6. What did the speaker use to hit the crocodile?
 7. Do you like the crocodile? Why/Why not?
 8. What will you do if you were the crocodile in the poem?
 9. What will you do if you were the speaker in the poem?
 10. What is the central idea of the poem?

Activity 4: Writing Poem (25 minutes)

Post reading activity

Teacher will ask children to write a short similar poem of about three stanzas on their own using the ideas from the poem.

Lesson Closure (5 minutes)

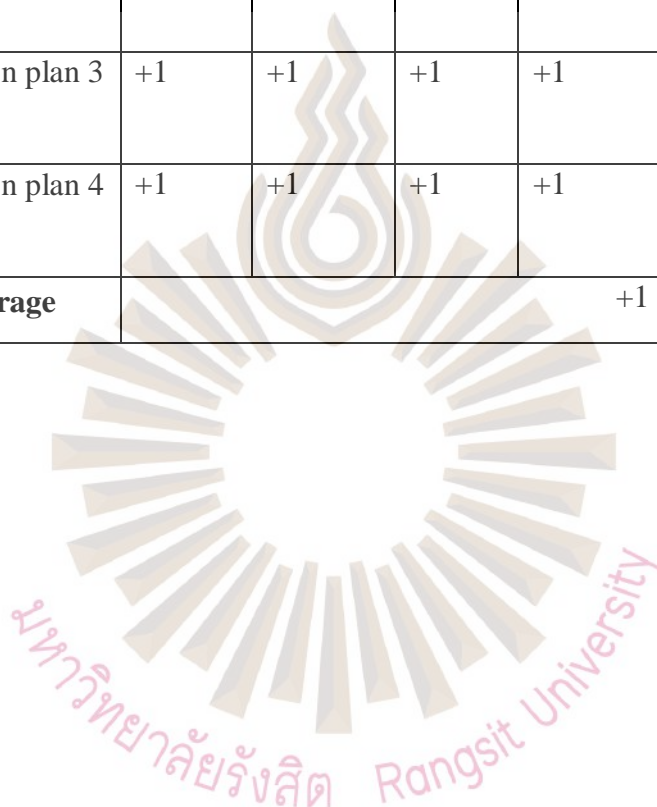
- Teacher will close the lesson by sharing her central idea of the poem



APPENDIX G
IOC FOR LESSON PLAN

IOC FOR LESSON PLAN BY THE EXPERTS

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	+1	Congruent
2	Lesson plan 2	+1	+1	+1	+1	Congruent
3	Lesson plan 3	+1	+1	+1	+1	Congruent
4	Lesson plan 4	+1	+1	+1	+1	Congruent
Overall Average					+1	Congruent





APPENDIX H
SEMI-STRUCTURED INTERVIEW QUESTION

Appendix H: Semi-Structured Interview

Semi-structured Interview

Student No:Date of interview: Time of the interview:...Venue:.....

Gender: Male/Female Age:.....

The following semi-structured interviews question will be to investigate the students' learning satisfaction with the Application of Intensive Reading Approach with Multimodal for ESL Reading Comprehension Skill of grade 6 Bhutanese students.

Semi-Structured Questions	+1	0	-1
1. Do you agree that the use of intensive reading approach with multimodal made learning fun?			
2. How did you feel about the intensive reading approach to read poems?			
3. Which activity(ies) did you like the most? Why?			
4. Do you think audio and video made your understanding of the poem easier? Why or why not?			
5. Would you like to prefer watching video before reading the poem? Why?			

(Adapted from Bala Raj Rai, 2021)

The logo of Rangsit University is a watermark in the background. It features a stylized flame or sunburst design at the top, followed by a circular arrangement of radiating lines. Below this, the university's name is written in Thai script and English.

APPENDIX I

IOC FOR SEMI-STRUCTURED INTERVIEW QUESTIONS

IOC FOR SEMI-STRUCTURED QUESTIONNAIRE BY EXPERTS

S1 No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
1.	Do you agree that the use of intensive reading approach with multimodal made learning fun?	+1	+1	+1	+1	Congruent
2.	How did you feel about the intensive reading approach to read poems?	+1	+1	+1	+1	Congruent
3.	Which activity(ies) did you like the most? Why?	+1	+1	+1	+1	Congruent
4.	Do you think audio and video made your understanding of the poem easier? Why or why not?	+1	+1	+1	+1	Congruent
5.	Would you like to prefer watching video before reading the poem? Why?	+1	+1	+1	+1	Congruent
Overall Average		+1				Congruent



APPENDIX J

RESEARCH INSTRUMENT VALIDATORS

NAMES OF THE EXPERTS WHO VALIDATED THE INSTRUMENTS

Sl. No	Name	Position Title	Institution
1	Mr. Gary Torremucha	Associate Professor	Rangsit English Language Institute (RELI); Rangsit University
2	Mr. Bala Raj Rai	Teacher Staff Secretary	Gedu Higher Secondary School Chhukha: Bhutan
3	Mr. Ngawang Tenzin	Teacher Exam Secretary	Chumigthang Middle Secondary School Chhukha: Bhutan

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a stylized flame or sunburst design at the top, with a circular arrangement of radiating lines below it. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom left curve, and "Rangsit University" is written in English along the bottom right curve.

APPENDIX K
PAIRED SAMPLE T-TEST

Paired Samples Statistics

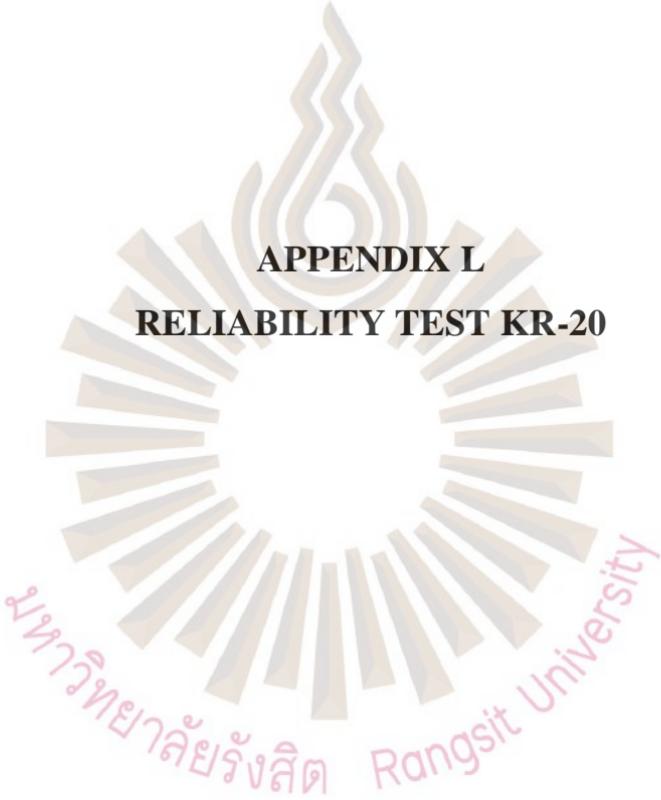
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	16.66	32	4.460	.789
	Posttest	24.84	32	4.257	.757

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	32	.809	.000

Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-8.125	2.709	.479	-9.102	-7.148	-16.966	31	.000

The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, with a stylized flame or sunburst design at the top and a ring of radiating lines below it. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) and "Rangsit University" is written in a circular path around the bottom of the logo.

APPENDIX L
RELIABILITY TEST KR-20

RELIABILITY OF ACHIEVEMENT TEST QUESTION

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.743	.729	25



BIOGRAPHY

Name	Tenzin Pema
Date of birth	May 2, 1981
Place of birth	Bumthang, Bhutan
Education background	National Institute of Education, Paro: Bhutan Bachelor of Education, 2005 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2022
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