



**EFFECTS OF MULTI-TEXT READING TEACHING TECHNIQUE
ON STUDENTS' CHINESE READING ABILITIES
AT A CHINESE SENIOR HIGH SCHOOL**

**BY
FENG ZHANG**



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Abstract

Reading is considered an important skill in language learning. This study aimed 1) to study the effects of multi-text reading on students' reading abilities in a Chinese reading, and 2) to explore the satisfaction of high school students with the multi-text reading teaching technique in a Chinese reading course. The study was conducted at a high school in Zaozhuang, China. There were six classes, each with 20 students. The sample group was selected using convenience sampling. The classes were taught for ten lessons with the multi-text reading technique. The research adopted a one group pre/post test experimental design. The pre-test was given before the course began, and the Post-test was given at the end of the course. The 20 students who participated in the study were asked to fill out a 15-item questionnaire to assess their level of satisfaction. Besides the questionnaire, semi-structured interview were adopted with six volunteers to collect data about their thoughts and feelings about the multi-text reading technique. The findings of the study revealed that the students in the experiment improved their reading skills through multi-text reading teaching (pre-test=11.5 and post-test=19.5). Their interview responses pointed out that multi-text reading made them enjoy reading more and that multi-text reading had a number of benefits.

(Total 99 pages)

Keywords: Multi-Text Reading, Reading, Reading Strategies, Chinese Reading Course

Student's Signature Thesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

This chapter introduces the background of the study, statement of the problem, research objectives, research questions, research hypothesis, scope of the study and the study's conceptual framework, limitations of the study, and definition of key terms.

1.1 Background of the Study

In learning a foreign language, it cannot be denied that skills—be they listening, speaking, reading or writing are often the major areas of student development as language is often improved through regular practicing it (Darancik, 2018; Sharma and Puri, 2021; Wright, 2023). Hussain (2015, p.1) explains, “English is essentially a skill”, which encourages English language teachers to design their class time on students' skill enhancement. Similarly, Galaczi (2018) confirms that ‘someone without a good ability in all the four skills will greatly reduce the opportunities open to them in education and professional life.’

The four essential skills in English are listening, speaking, reading and writing. Sadiku (2015, p.1) explains that “the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively. Reading is believed to widen their outlook of the culture of the people who own the target language. According to Wagstaff (2020), reading helps to grow empathy and understanding of others. It helps the reader to be aware of the social, economic and political contexts of a group of people that is expressed through the language. Potongwane (2022, p.1) says, “When we learn a new language, we learn to expand our horizons by learning about different cultures, religions and traditions. In brief, it can be said that reading is key to learning

in many ways. This is why reading literacy usually takes a major portion in all language curricula. Lalicic and Dubravac (2021, p.1) say “Being able to read well is crucially important for language learners. Successful performance at elementary and high school level, as well as on higher levels of academic education, is partly dependent on the ability to read.”

The Chinese curriculum specifies that there is a need to cultivate students' reading literacy (Chinese Curriculum Standards for Ordinary High School, 2017). Nowadays, not only educators believe that reading is important, but many parents are also consciously cultivating students' Chinese and cultural literacy. This indicates a close relationship between language and culture. The national level has also begun to vigorously advocate, such as “Poetry Conference”, a national program. Reading classic works of traditional Chinese culture, works of modern and contemporary writers, works of foreign writers, and scientific and cultural works will be included in the new curriculum standards (Chinese Curriculum Standards for Ordinary High Schools, 2017). In brief, China now sees the significance of Chinese reading ability among its citizens. All information in any forms and from any areas will be understood if the readers can read well.

In spite of popular agreement that reading is a significant component of Chinese language learning based primarily on its strong support for school achievement and cultural appreciation, several questions remain to be answered: How should Chinese reading be taught? What should be appropriate reading activities in class? Should intensive reading be adopted in class? Or should students be allowed adopt extensive reading? In fact, there are many more questions that the reading teacher often asks.

Aebersold and Field (1997, p.8) explained “the act of reading is not completely understood or easily described”. Similarly, Rumelhart (1977) described reading as involving the reader, the text and the interaction between the reader and the text. Thus, to answer all the above questions, it can be said that more investigation into reading is necessary. According to Miller (2002, p. 69), “students in an intensive reading class typically read passages in their textbooks, and the teacher attends to

issues of grammar, vocabulary, text organization and meaning that arise from the readings.” Miller further discusses another type of reading approach, ‘Extensive reading’, by explaining that the responsibility for reading improvement is placed on students to monitor their own progress and fluency is focused over accuracy.

On analyzing the characteristics of intensive reading and extensive reading by Miller (2002), it can be said that this study adopted a mixture of both approaches through the use of multi-text reading technique as the teacher teaches reading in a class getting students to formulate their understanding of the texts through grammar, vocabulary, text organization and the message conveyed by the texts. With multi-text reading teaching technique, students got a chance to select the text they wanted to read themselves from several texts on the same topic the teacher provided. In a way, the teacher has found a way to stimulate students’ interest in reading.

The term “multi-text reading” was used for the first time in China as the technique of helping students to improve their reading skills by reading the texts they prefer (Zhou, 2022). In other words, students read the texts that match their levels and interests. In adopting this technique of teaching reading, the teacher will act as a facilitator that gets the class to share what they have read and what they have learned from reading the texts about the issue or the topic to the big group later. “Multi-text reading” emerges as another breakaway technique from the traditional approach of teaching intensive reading in class when only one single text is used and all the students read it together as an exercise of intensive reading directed by the teacher who points out the main message of the text, vocabulary and grammar that students need to know and understand.

This is in line with Yunbo and Paciente (2024) who conducted a study on how to improve students’ Chinese reading and writing skills and found that students should be changed from passive learners to active learners with a strong claim that language acquisition extends beyond passive reception. They define “Interactive learning methods” as a broad term for a teaching technique with the expected interactive activities producing outcomes such as “fostering engagement, collaboration, and a

dynamic exploration of the language.” Multi-text reading teaching technique, which was used in this study as an intervention, aimed at the same interactive activities which empower learners to actively participate in the learning process.

In this study, the application of multi-text reading teaching to high school Chinese reading classes was expected not only to improve students' interest in reading but also improve students' reading skills. They would feel freer to choose the texts of their choices to read but they needed to master the elements of intensive reading such as comprehension, vocabulary and grammar (Cui, Liu, Chen, Wang, and Hu, 2016; Wang & Yu, 2017; Zhou, 2019). In other words, students can choose to improve their reading skills by various strategies which are most appropriate to them. In this way, the teachers themselves need to find the best ways to accommodate the students' learning needs.

For teaching reading, multi-text reading is believed to be an effective teaching and learning method which can effectively improve students' reading abilities. According to Robb (2002), multiple texts enable teachers to choose books or reading materials that match students' needs and their reading ability levels. Multi-text reading “improves students' application of reading-thinking strategies, build confidence, and develop the motivation to learn. By using multiple texts, all students have the opportunity to learn new information and make meaningful contributions to discussions. Moreover, varied texts provide multiple perspectives that help students rethink events and issues that impact everyone and deepen their knowledge of literary genres. Besides, they also learn from their peers in the same class.

This study focused on the effects of multi-text reading to find out whether students could enhance their Chinese reading skills by learning with this technique and whether they were satisfied with this teaching method.

1.2 Statement of the Problem

Pinter (2006) points out that while reading has many advantages such as changing a person's thinking, stimulating his or her imagination and helping him or her to escape from the daily routine, the reading class may not be able to handle the way students learn and improve their reading skills well enough if the lessons were not properly planned.

Researches in the areas found that students had problems in many ways when they studied Chinese reading. For one thing, if the non-native Chinese students want to study Chinese, they certainly will have to struggle to learn the characters first to understanding the meanings that are associated with the written symbols. For Chinese students, they may learn the language naturally as Chinese is the mother tongue. The difficulties may be found in other areas.

Eze and Ejiofor (2019) conducted a study entitled "Problems of Reading Comprehension in Learning Chinese as a Second Language among Undergraduates of Chinese Studies in Nagamdi. 50 Chinese students were the sample of the study; they were requested to respond to a designed questionnaire. Their difficulties were found to be a lack of adequate knowledge of Chinese vocabularies, reading stress and anxiety, wrong reading habits and lack of adequate infrastructures/facilities for reading. On analysis, the difficulties were in cognitive and affective domain as well as environmental support.

In another study, Qian, Lee, and Lee (2023) in their study "Academic Reading Challenges and Strategies Used by Chinese Undergraduate Students in a Selected Private University in Malaysia." The findings obtained from the study instruments: the questionnaire and the interview revealed that Chinese students did not receive adequate reading instruction in academic reading; thus, it was found that Chinese students lacked mastery of academic vocabulary and reading skills, typically in finding information.

About the type of teaching approach to choose from, according to Phajane (2014), the traditional method emphasizes that the teacher must teach sounds and letters in isolation, then from words and sentences, and finally read a book. Learners recognize the word and then pronounce it when accompanied or not accompanied by pictures. In this way, students may learn words and sounds separately, so the holistic meaning of the text may be overlooked. The disadvantage in the traditional method is the teacher plays a key role in the learner's literacy development by choosing what learners have to read or write, learners seem to be merely recipients and there is little room for them to experiment and construct the learning actively on their own. This method has been in use for a long time but it is found that many students cannot read. In addition, although there has been research on various teaching techniques for reading, not all students can demonstrate excellent reading skills. For example, some students have bad reading habits, inattention in the process of reading, or only in the pursuit of reading speed, do not care about quality.

The technique employed in this study was multi-text reading teaching with four-member groups of students in class. There have been many approaches used with multi-text reading. Some studies focused on the use of various texts of the same topics, while some on the different genres or modals. These choices of materials were based on the beliefs that individual students preferred different types of materials. Thus, the research gap was found in that there have been few studies on multi-text reading on Chinese language teaching and no convincing solid results have been found that the technique could be used with satisfactory results with teaching Chinese reading. Besides, this study investigated the use of different texts with different groups of students on the daily topics such as food, weather and sports.

1.3 Research Objectives

1.3.1 To study the effects of multi-text reading on students' reading abilities in a Chinese reading course

1.3.2 To explore the satisfaction of high school students on using multi-text reading in a Chinese reading course

1.4 Research Questions

1.4.1 Can multi-text reading improve student reading abilities in a Chinese reading course?

1.4.2 What is the satisfaction of high school students of multi-text reading in a Chinese reading course?

1.5 Conceptual Framework

The independent variable of this study is the implementation of multi-text reading in teaching a reading course, and the dependent variable is the improvement of students' Chinese reading abilities and students' views about the use of Chinese multi-text reading in the reading course. The conceptual framework of this study is as follows:

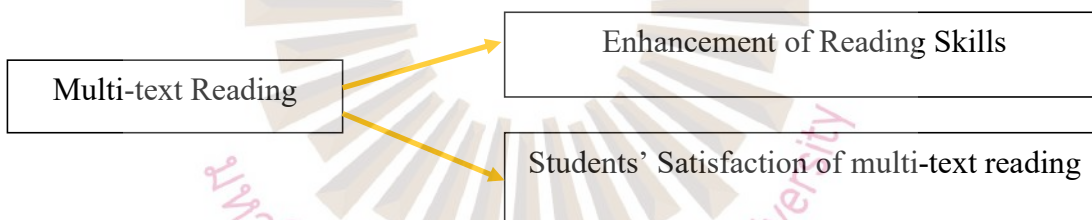


Figure 1.1 Conceptual Framework

1.6 Significance of this study

Several groups of people will benefit from this study. They are as follows:

1.6.1 If multi-text reading is found beneficial, students will have an opportunity to study reading through a new reading teaching technique. In this way, students are truly served with a student-centred approach.

1.6.2 For teachers and researchers into the field of teaching reading, they will learn from the findings of the study what to do further to find ways to help improve students' Chinese reading abilities. Teachers can pick up this technique and try it out or use it to benefit their own students in the reading class.

1.7 The Research Scope

1.7.1 Location of study

This study was conducted at one of the high schools in ZaoZhuang, Shandong Province, China where there were 120 students and 30 teachers at the time of the research. The school is located in the urban area. At this school, the teachers are allowed to design their own materials for use according to the student's learning needs and the actual teaching situations. Therefore, in this study, multi-text reading was adopted as an approach to improve students' reading abilities.

1.7.2 Population and sample

The population of this study was 120 students from Early Zhuang No.1 Middle School. The students were put into six mixed-ability classes of 20 in each (10 girls and 10 boys). They were about 14-16 years old. One class was randomly selected for this study through number drawing.

Table 1.1 Background Information of the Subjects in the Study

Class	Age Range	Number	Male	Female
Class	14-16	20	10	10

1.8 Limitations of this study

This is a small-scale study of one class with only 20 students in one school; therefore, the findings of the study can only be used to describe other similar contexts.

1.9 Definition of Terms

Multi-text Reading Teaching Technique

In this study, multi-text reading is reference to the was of different texts of the same topic by different groups of students is a reading teaching technique, which uses several texts on the same topic for students to read in small groups. There are five steps in multi-text reading teaching technique: 1) The teacher selects texts of the same topic for each lesson; 2) Students are put into groups of five and they choose a text they want to read; 3) The groups read the text together and discuss what they understand about the text with their group members; 4) After they are ready to share with other groups, students in each group present their texts to the large class (the teacher acting as facilitator; 5) The teacher does the wrap-up of the lesson.

Chinese Reading

A normal Chinese reading class is a 16-week course which students need to take in order to practice their reading skills but for this experiment, ten lessons (two each week) was the time for multi-text reading.

Chinese Reading Abilities

In this study, the term refers to the abilities to understand the main message of the text, the details such as vocabulary and grammar that are related to the holistic meaning of the text.

Senior High School

The study was conducted at a senior high school in Zao Zhuang, Shandong Province. At present, multi-text reading technique is adopted as a recommended technique for Chinese reading teaching in this high school.

CHAPTER 2

LITERATURE REVIEW

This chapter first introduces the significance of reading in learning a language, which in this case is, Chinese, followed by the concept of multi-text reading techniques, multi-text reading benefits, implementation of multi-text reading, reading skills to master, high school Chinese reading teaching requirements and related research.

2.1 Significance of Reading

Reading is a kind of activity involving readers, authors and texts. “Seeing” is the premise of this activity. “understanding” is the ultimate goal, and “understanding” includes not only the understanding of the literal meaning of the text but also the experience of the author’s thoughts and feelings (UK Essays, 2018). In this way, readers will learn a lot when they make meaning out of what they have read. According to Pradani (2021), reading is process for a reader to carry out to get messages in the words. Butterfuss, Ken, and Kendeou (2020, p.1) point out that reading comprehension requires the construction of a coherent mental representation of the information in a text. Reading involves three-interrelated elements—the reader, the text and the activity, all situated into a broader sociocultural context. In addition, Prabhakaran (2018) points out that the reading skills will benefit the readers because they can use them throughout their lives.

The higher the reading level, the more complicated skills would be expected for the students to master. This indeed indirectly reflects the requirement for students’ reading ability, and also reflects the expectation of teachers to achieve the teaching goals. Traditionally, the reading teacher would use one text to teach the whole class and might use the lock-step teaching technique (All students go through the texts

together at the same pace). This approach to teaching reading is called “Intensive reading”. Miller (2002) explains that usually for intensive reading, the teacher directs the process of reading in class as well as what to read, when to read, and what vocabulary, grammar, text organization or comprehension points should be discussed. This study, however, moves away from the traditional teaching approach to reading by introducing the use of multi-text reading technique, which will be explained in the following section.

2.2 The concept of multi-text reading

The following section introduces multi-text reading and how it is implemented.

2.2.1 Development of multi-text reading

The word “multi-text” was first proposed in the keynote speech of the 7th National Reading Teaching Observation Conference (Zhao & Huang, 2022). Before this, “multi-text reading” was mentioned in Japan, Hong Kong and Taiwan (Theeravit, 2018). The term was originated in the teaching of many texts in Jiangsu and Zhejiang. The main idea associated with it is each of the books can be used as the source of “multi-text reading”. Shuren Education Research Institute pioneered the industry and constructed the “multi-text reading” theoretical system for the first time in China (Zhao & Huang, 2022). Based on the various references on multi-text reading, the term can be used to refer to the technique of helping students to improve their reading skills by reading the texts they prefer, the texts that match their levels and the texts that present information that interest them. Secondly, students in the same group do not need to read the same texts but these texts or books must be on the same issues to study. Discussion among the group members with the teacher as the facilitator can help all students to understand the central ideas posed for the issues.

2.2.2 Definitions of Multi-text Reading

Multi-text reading is a kind of breakthrough reading teaching practice emerging in recent years. The reading volume of students began to increase. Although teachers are still used to teaching single texts, with the promotion of the concept of integrated curriculum, many teachers have also begun to try the reading teaching activities of the multi-texts, with textbooks and extracurricular reading materials, and conducted multi-text reading teaching for the same topics” (Zhao, 2011).

About the concept of multi-text reading, multi-text reading refers a teaching technique that puts a reading goal at the center. In this way, more articles or texts on the same topic are read by students even in the same class. In the process of reading, teachers and students read the texts, discuss the ideas in each text and share reading content and experience with others. In this way, such a reading process is expected to improve the students’ reading skills (Cui, Liu, Chen, Wang, and Hu, 2016). At present, the most commonly adopted technique based on research results is multi-text reading refers to a technique of teaching reading in which teachers and students choose a multi texts or articles centered on a topic, with students working in small groups to complete certain tasks under the guidance of teachers (Wang & Yu, 2017).

2.2.3 Application of Multi-Text Reading into the Reading Lessons

How multi-text reading is applied into the lessons? The so-called multi-text reading refers to the process in which teachers and students read various texts on the same topics and students read and collectively construct their understanding of the topic, and finally reach a consensus on the issue” (Yu, 2015). The process is meant to focus on the reading skill practice (Yu, 2015). Currently, multi-text (MT) comprehension has been extensively researched (Cromley, Andrea, & Dane, 2021). According to Luo (2015), multi-text reading emphasis is on students reading the same issues presented in various texts to develop their reading skills, which are the outcomes of the reading course” (Luo, 2015).

Talking about the development of this teaching technique, Zhao (2011) concludes that the multi-text reading has mainly gone through three stages: the first stage is acceptance of the concept and instructional design by mainland scholars and front-line teachers; the second stage: application and development; mainly in the primary school Chinese reading classroom, the teaching experience and reflection of the multi-text reading, and the third stage is the transition from the primary school Chinese classroom to the middle school Chinese class. In other words, the primary school and the middle school Chinese teachers have begun to introduce multi-text reading techniques to their own classroom teaching (Zhao, 2011).

The significance of the movement of teaching “one single” text to a “multi-text” reading? Based on a number of studies, multi-text reading has the following benefits to the teaching of reading.

Benefit 1: It gets teachers and students to return to the original reason of “reading”. That is why we read? Reading enables readers to understanding the meaning that is in the text. Students may understand the text they read together in different ways but they can reach a consensus among them about the message the text conveys (Robb, 2002).

Benefit 2: It offers a simulation of the real reading situation. That means when students read in real life, they go through the same process of reading, which requires them to think and interact with the text until they fully understand it. According to Daniel, Barth and Ankrum (2018, p. 473). ‘For reading fluency activities, it is recommended to select a passage that is at the student’s independent reading level’ Besides, students do not have to get the same ideas from the same text. Reading different texts, they can also conclude with the same understanding of the topic. Amin (2019, p. 36) says, “If the readers connect their ideas, experiences, beliefs and the things going on outer world, reading becomes more effective and meaningful. Text-to-Text, Text-to-Self, Text-to worlds are approaches which actually help students to build connection.”

Benefit 3: It is expected to change the chronic disease of reading teaching. Teachers must fully believe in children's ability to learn, break the mode of intensive reading teaching with a single text for the whole class. Multi-text reading can

cultivate of children's reading ability (Jiang, 2016). The characteristics of “multi-text reading” are: the same topic, multiple texts, and a new way of teaching reading (Zhao, 2011). According to Yu (2015), in choosing a series of articles/texts related to the same topics, teachers and students read and discuss them until they reach a consensus on the message from the articles texts.

Therefore, students should be given free reading time to derive at their understanding. They should be guided by the teachers for appropriate reading strategies to improve their reading and thinking skills (Zhao, 2011).

2.2.4 Multi-text Reading Teaching

Teaching reading is different from reading. Reading is a dialogue between readers and books, and reading teaching involves teaching, teaching is an activity, teaching and learning, and teaching media. It can be seen that reading focuses on the acquisition of meaning or information, which is a dialogue between readers and texts and authors. Reading teaching focuses on the cultivation of reading ability, which is a teaching activity with certain teaching objectives.

The teaching goal of multi-text reading is to improve students' reading ability, so teachers begin by choosing a number of texts of appropriate length for their students to read. In fact, the students can choose what texts they want to read. Later, they share what they have understood from the texts and discuss the messages until they fully comprehend the topics.

In brief, there are five steps to be used in the lessons with multi-text reading teaching. For the aspect of the materials for use in teaching reading, which is in the step of lesson planning and preparation, the teacher selects the texts for students to read with multi-text reading techniques with the goals in mind as well as attention to the learning outcomes. The next step will be the whole class of students are divided into small groups. Thirdly, they jointly read and discuss various emerging points until they reach a consensus about the topic, the message and some reading details such as

vocabulary and grammar they have read. After that, each group presents the text they read to the whole class. Finally, the teacher facilitates the discussion of all the students on the topic they have read. These are the steps that the study adopted as the steps of the reading activities for multi-text reading technique.

In the field of Chinese education, this is an advanced teaching idea, which has changed from the traditional practice of using a single text for all, while discussion at the end which is intended for students to share their ideas and learn together although they do not read the same text is a main part of this technique. This technique breaks the habit of reading one article, one text or one book, and the behavior of isolated reading. From “one article” to “one group”, the teaching value of multi-text reading is not only the innovation of classroom reading practice but renewal of Chinese reading teaching concept of inquiry learning.

More than one type or one mode of texts can be chosen for this technique. For example, the materials can come from several modes. A multimedia text set is a collection of books, articles, videos, and images related to a topic of study. Text sets allow students to explore a common theme or subject as they build background knowledge and develop vocabulary related to the topic. A text set could include fiction and nonfiction books, speeches, poems, videos, web resources, news articles, podcasts, and images.

In conclusion, multi-text reading is believed to be a promising teaching reading technique to improve students' reading ability. Its last step will be the most meaningful to the students as they learn to present their ideas on the issue from the points they obtain from their texts, negotiate with other students' information, comparing and contrasting until they finally reach the consensus of the group leading to students learning together in teams deviating from the practice of teaching reading in the traditional style (Zhao, 2011; Yu, 2013; Jiang, 2016).

Chinese reading is a kind of subtle nourishment, in the process of reading cannot be separated from students' thinking, through their life perceptions to think about the views of the works, be strict with themselves, wake up, and point themselves, this is the spiritual baptism brought by reading. Chinese reading is a subject that combines listening, speaking, reading and writing. Reading is an important way to improve students' thoughts and emotions and the construction of spiritual civilization (Yu, 1996).

First of all, students are required to master the meaning and use characteristics of language through a lot of practice, and make effective use of reading and expression, to improve the construction of individual language systems. The second is the development and promotion of thinking. It requires students to obtain an understanding of text image thinking, intuitive thinking, divergent thinking and creative thinking based on mastering the language, and to train the cultivation of thinking. The third is aesthetic appreciation and creation. It requires students to skillfully use their thinking to understand the language through Chinese learning, to form individual understanding, appreciation and appreciation of beauty, and to shape individual aesthetic consciousness and aesthetic ability.

Li (2003) explains that the normal way of implementation of the Chinese reading teaching is to read and understand a text content through the common steps of intensive reading of teachers guiding students in reading a targeted text in a planned way, gradually moving from the most basic Chinese word reading ability, developing language thinking ability, to improve students' intelligence with an aim to improve the correct view of the read text, self-cultivation, healthy personality among high school students.

Finally, cultural inheritance and understanding. It is the embodiment of the important Chinese core literacy. By learning the excellent traditional culture, students can understand, respect and inherit the traditional culture, establish a correct cultural view, broaden the scope of cultural cognition, improve the cultural heritage, and then realize their cultural confidence. The core accomplishment of Chinese discipline is

conducive to pointing out the direction for students' Chinese learning, providing a source for teaching objectives, and laying a foundation for the realization of the task of moral education. The above four aspects are unified and belong to the four main elements that constitute the core literacy of the Chinese discipline. It is impossible to discuss and study the core literacy of the Chinese discipline by dividing them or separately (Chinese Curriculum Standards for Ordinary High Schools, 2017). In the course of Chinese learning, the construction and development of language, thinking, aesthetics and culture are related, cooperate, and are indispensable. The most important characteristics of Chinese teaching are instrumental and humanistic.

2.3 Reading skills to master

Reading is an essential skill for obtaining information and messages sent by others. Listening and reading are considered receptive skills, while speaking and writing are production skills (Yang, 2014). Kovacs (2018) states that reading is one of the basic skills that all learners of a language must master. Li (2018) also presents in her research that reading skills are the foundation and prerequisite for developing other language skills. Reading can cultivate and enhance students' sense of language. Learning a language is very important because it determines whether the language spoken by the students is pure and authentic. Reading is the most direct and basic way to cultivate students' sense of language. According to Grabe (2009), reading is a psychological process. Reading has many definitions. Reading is when someone looks at the written text and begins to absorb the information in the written language information.

Besides, many experts give their own definitions of the true meaning of reading. Reading is an important skill that students must master, because reading is an integral part of the teaching process. Reading is the essential activity in every classroom, not only a source of activity information, but also a way to consolidate and extend someone's intellectual and language knowledge (Riverbed, 1968). Reading based on reading is a fluent composition process for readers to build meaning from textual information and their own background knowledge. Mikulecky (2011) considers

reading to be a complex conscious and unconscious psychological process in which readers use a variety of strategies to reconstruct the meanings assumed by the author to write knowledge based on the text and data previously provided by the reader.

Reading is an activity in which readers respond to the text they are reading and transform it into their previous knowledge (Spratt, Pulverness, & Williams, 2005). The activity is done by readers because they want to get information and knowledge from the text. In gaining information and knowledge, readers try to associate the written language they read with a text they already know. Understanding text is achieved by understanding the meaning of words, sentences, and even text.

Reading can also be defined as the process by which readers learn something from what they read and integrate it into the academic environment as part of their education (Grabe, 2009). Reading is a part of learning. Readers grasp the reading text through reading comprehension, synthesis, evaluation and selection of important information. Stoller (2015) says that finding key information is considered as a general reading ability, although some researchers believe it is isolated. Readers often browse articles quickly to find the information they need. This is often used in reading tasks. This is a common part of many reading tasks and a very useful skill.

2.3.1 The Definition of Reading Strategies

Reading is an important skill that learners should know. Learners read text for a variety of purposes, from obtaining information to having fun. It helps English learners become familiar with the curriculum of this major and improve their language knowledge (Kim and Anderson, 2011). Salehi, Lari, and Rezanejad (2014) state that reading plays a key role in completing all university courses. Although English learners are proficient in their language, they often have many problems understanding texts in another language, especially most learners lack appropriate reading strategies.

There are a number of experts in the field of reading strategies. Mokhtari and Reichard (2002) explain that reading strategy is an activity or action that readers use to build meaning and promote reading. Reading strategies are skills or styles students choose in reading comprehension (Cohen, 1986). Brantmeier (2005) defines reading strategies as the skills that learners use during reading in order to read and understand the context. Reading strategies allow students to evaluate their reading comprehension performance (Kletzien, 1991).

Reading comprehension strategies are an intentional plan that readers use to help them understand reading. The strategy is flexible and can be adjusted according to the needs of the reading task. Good readers use many strategies to help them understand the text (Tovani, 2000), help students recognize and master different reading strategies so that they become proficient and independent readers (Buss & Swartz, 2004). Reading strategies are a thinking game where readers can interact with written materials in a variety of ways. This includes planning, deciding what to read, what to read before reading, monitoring understanding during reading, and assessing the reading experience (Roomy & Alhawsawi, 2019).

Ling (2014) shows in his research that different researchers have various opinions on the definition of reading strategies. Barnett (1988) believes that reading strategies means the tools used by readers to solve problems and ways to obtain textual information. Cohen (1990) defines the reading strategy as a strategy in which the reader consciously performs a reading task in reading. Anderson (1991) considers reading strategies as “warnings” and information on cognitive measures taken by readers to acquire, store, and modify new information. “Although different researchers have different definitions of reading strategies, their findings are consistent I believe that reading strategies are actions that readers take to achieve specific reading aims.” Reading strategies are part of language learning. Strategies are the basic elements of effective reading.

All strategic readers can solve some problems directly or indirectly in reading. This question also helps improve readers' reading comprehension. According to Carrell & Wise (1998), reading strategies include the following strategies: scanning text for main ideas; quickly browsing text for specific information; skipping new words; guessing words based on context, predicting text content, etc. Amin (2019, pp. 36-37) lists the reading skills that he perceives as significant in reading. They are predicting, visualizing, making connections, summarizing, questioning and inferring.

2.3.2 The Definitions of Reading Comprehension

Reading comprehension is an important skill that promotes the development of various learning tasks for learners. It helps them parse the text and express their thoughts on the written material. Learners should develop a strong ability to understand written materials. One of the main purposes of reading comprehension is to help learners improve their reading skills. If they want to become skilled readers, they must understand the text (Gilakjani & Sabouri, 2016).

Serravallo (2010) says that comprehension is at the core of what is really meant by thinking, understanding and understanding the meaning behind the text. Understand teaching before your child can even read as usual. While reading, children are asked to think about roles, make predictions about what will happen next, ask questions about what is going on, and think about what they can learn from the book. As a detailed definition, Westwood (2008) says that reading comprehension is often conceptualized to work at varying levels of complexity and is called, for example, literal translation, inference, and criticism. The most basic level (literal) is the reader's ability to understand the factual information displayed in a piece of text, for example, he or she can tell you the name of the main character and how he made a living, because the information is clearly stated in the text. The next level is called the inference level, where the reader can go beyond the text on the page and infer other details, such as being aware that the protagonist is angry at what he is saying and doing. Being able to operate in an inferential manner means that readers can effectively use information to infer causality and predict what might happen next. At

higher levels (critical reading), readers can evaluate what they are reading, for example, detect good writing style from the author, identify when certain statements in the text are biased or incorrect or appreciative. The author's point of view compares and contrasts information with other facts they have read elsewhere, and reflects the importance of the points made.

2.3.3 The Types of Reading Comprehension Strategies

Reading comprehension cannot be learned immediately. During the reading process, students must have certain reading strategies to achieve the purpose of reading comprehension. (Brown, 2004) The strategies used by each student are different, depending on which one is suitable for their situation. This study will adopt Brown's viewpoint about reading strategies:

1) Skimming

Skimming refers to students quickly reading content to grasp information, such as the title, the first sentence of each paragraph, and a summary of related content, etc. This is useful for students because it can help them practice the purpose of predicting text, main ideas and even details.

2) Scanning

Just like skimming, quick reading also includes scanning, but compared to skimming, students do not need to read the full text, they only need to read the information points they need. For example, to find a date, students only need to find the paragraph in which the number appears.

3) Analyzing Vocabulary

This strategy helps to improve their ability to guess words. When encountering unknown words during reading, they often need to guess the meaning of the words according to the context.

4) Identifying the Purpose in Reading

Before doing one thing, people need to know the purpose of doing it. Similarly, before reading the article, students need to know the purpose of their reading. This strategy is important in reading. It can help students understand the entire text.

5) Understanding Paraphrasing

Paraphrase shows that the students fully understand the original meaning and can express it in their own words. It can help students better understand the original ideas without losing their own meaning and can enhance their own creativity and display Students' writing skills.

6) Ability to Guess Words

The ability to guess words mainly means that learners guess unfamiliar words according to changes in context or part of speech. The meaning of guessing is consistent with the actual meaning of words. Learners' ability to guess words is often affected by vocabulary and contextual cues. First and second language reading experts generally recommend handling unedited unfamiliar words through contextual guessing (Dubin, 2014).

Chen (2016) states that in English learning, students must have a certain vocabulary if they want to carry out reading activities smoothly and accurately understand the content of the article. However, in normal study, some students do not pay attention to vocabulary accumulation or rote vocabulary. When polysemous vocabulary appears in the reading materials, they cannot accurately understand its meaning. In addition, when encountering unfamiliar words, many students also consult the dictionary directly instead of analyzing the context. As a result, they lack the ability to guess words, so they are unable to understand the new words in the test paper and have difficulty understanding. Therefore, teachers should focus on developing and training students' ability to guess words.

To activate guessing, there should be four elements in writing or spoken text: readers, text, words and clues in unknown text, including some knowledge about guessing. All of these factors perhaps influence the learner's ability to guess. What's more, this approach encourages learners to guess the meaning of words they don't know. This will help them build confidence so they can practice the meaning of the word when the word exists independently (Coady, 2016).

Vocabulary knowledge is often considered an important tool for second language learners, as limited vocabulary can become a barrier to reading. Schmitt (2014) emphasized the importance of vocabulary acquisition, vocabulary knowledge is the core second language of communicative competence and communicative competence acquisition.

In this study, common strategies for reading were adopted from the field of English language teaching and learning, which has had a long period of development.

2.4 Chinese Traditional Way of Teaching Reading

The traditional way of teaching reading has been criticized with some drawbacks as presented below.

2.4.1 A lack of feedback on the process of reading

In the traditional high school reading class, most homework exercises and exams are used for evaluation, and there is no special evaluation method for the process of reading. In the process of reading teaching, often there is a lack of effective feedback on whether the students master the learning content, especially how they derive their understanding (Georgiou, Das & Hayward, 2008; Tabatabaei & Banitalebi, 2011; Rodgers, 2019; Mamoon-Al-Basir, Kabir and Rahman, 2016; Hattie, 2007; Obilor, 2019).

2.4.2 A neglect of the majority of the students in the classroom

In the traditional way of reading teaching, some teachers still have many biases about certain students and neglect many of them while teaching. All students should be getting equal attention. Therefore, if students know how to read, if they work in small groups with their teammates, students may develop a better learning technique besides becoming independent learners (Tackett, 1996; Pearson, Owen & Thimble, 2012; Handcook & Schoonen, 2015).

2.4.3 A single-text reading technique

According to Kamps, Abbot, Greenwood, Wills, Veerkamp, & Kaufman (2008), traditional reading teaching mainly exists in the following three aspects:

- 1) Reading teaching activities do not fully help students to improve their reading skills.
- 2) The process of learning how to read is more important than the content mastery.
- 3) Teachers' reading teaching concept is outdated and their reading teaching methods are backward. The traditional single-article reading teaching is mainly teacher-centered.

2.5 Related Studies

Over the last years, the volume of research focus on the multi-text reading has increased remarkably. By reviewing the previous studies, the similar findings can be found in some studies.

Cui (2022) conducted a mix method study entitled “The Study on the Teaching of Novels Chinese Group Reading in Senior High School —— Taking the Ministry Compiled High School Textbook as an Example”. This research tries to narrow the research perspective of group text reading teaching from the perspective of high school novel reading teaching, and innovate the teaching strategy of novel reading in senior high school. Combined with the current teaching of high school, there will inevitably be some problems in the process of combining group text reading teaching with novel teaching, in order to make the novel group article reading class in high school to carry out better, this paper studies the teaching of reading group novels in senior high school from the aspects of theoretical system, teaching status, teaching suggestions and teaching strategies, hoping to provide reference for front-line teaching.

Wu (2015) conducted a mixed methods study entitled “Construction on of the Teaching Mode for a Group Article Reading Class”, This research took certain teaching ideas and theories as the guidance and attempted to establish three types of a group article reading teaching modes to implement different teaching targets.

Chen (2016) conducted a mixed methods study entitled “A Case Study of Multi-texts Reading/Writing Integration in the Chinese Course in Primary Schools.” In this research, on the basic of Teacher Li Zu-wen’s research of the integration of multi-texts reading and writing and his works, the work in this dissertation mainly adopted Case Study Method to explore and studied the systematic operation of it with other supplementary methods, like interviews, observation and real analysis. Thereby, some general patterns were discovered and established. The study primarily consisted of two parts: the selection of teaching contents and the operation of teaching process.

Liu (2022) conducted a mixed methods study entitled “Research on the Teaching Problems and Countermeasures of Chinese Group Reading in Primary Schools.” The study deeply analyzed the correlation between group reading and Chinese core literacy in primary schools, and provided some effective thinking for improving primary school students' Chinese reading ability and comprehensive literacy ability.

Yang (2020) conducted a mixed methods study entitled “On the Application of Group Reading in the Teaching of Ancient Poetry Reading in Senior High School: The Case Study of Du Fu’s Poetry,” This study’s design was based on the basic concept, constituent elements and related concepts of “group reading”, combining with the related requirements for the teaching of ancient poetry reading in the new Chinese curriculum standard, through combing the selection, arrangement, and teaching situation of Du Fu’s poetry in various versions of the Chinese textbooks to provide data support. The study confirmed the feasibility and necessity of the of “group reading” teaching of Du Fu’s poetry in senior high school.

Wang (2018) conducted a mixed methods study entitled “Study on Teaching of High School Chinese Reading Under the Perspective of Core Qualities.” This study reviewed a large number of relevant documents and observed a large number of practices to from the perspective of core literacy. The study discussed the basis and significance of the implementation of reading teaching research in senior high school Chinese.

Mou (2019) conducted a mixed methods study entitled “Research on the Teaching Status and Strategies of Mass Text Reading in Senior High Schools”. Five middle schools in Chongqing were used as an example.” This thesis used literature research method, questionnaire survey method, interview method and observation method to study the current situation of high school Chinese group reading teaching, with the related concepts of group reading teaching, constructivist learning theory, humanistic learning theory and Based on the theory of intertextuality, this study analyzed the current situation of group reading teaching in five middle schools, and discussed the influencing factors of the willingness to use Chinese group reading teaching in high school as well as analyzed the problems existing in the current high school Chinese group reading teaching. The main performance was that the group reading topic was too monotonous, the text combination had certain limitations, the teacher lacked the cognition of group reading teaching, the effectiveness of group reading evaluation was insufficient, and the students' group reading enthusiasm was not high. Based on these findings, the author put forward the targeted strategy for the implementation of high school Chinese group reading teaching, mainly from teachers' rational selection of topics, leading construction, combining topics to construct diversified text combinations, improving teachers' group reading teaching cognition and ability, and formulating reasonable Group reading standards, trying a variety of group texts. Improving students interested in these five aspects were designed to provide a reference for the educators, so as to promote the further development of the teaching of reading text group.

Wang (2022) conducted a mix methods study entitled “Teaching of Novels Group Reading in Senior High School”. This study analyzed the results of an actual survey to understand the actual situation of multi-text reading of high school novels, and concluded that there were problems with the current teaching, such as the lack of reasonable topic setting, narrow vision of text selection, insufficient effectiveness of question design, inappropriate time allocation for collective construction, and evaluation methods to be improved. In response to the above problems, starting from the specific aspects of implementing multi-text reading, the strategies for teaching multi-text reading of high school novels were proposed, including the preparation strategy before class and the specific comparison of reading together, the teaching strategy of summarizing, expanding through comparative reading and joint discussion, and the evaluation strategy of comprehensive effectiveness and multidimensional evaluation, and according to the proposed strategies, the in-class article “Lily Flower” and “Lotus Creek and Other Stories” and parts of the extracurricular reading article “The Tale of the Wind” were selected and designed to be designed a novel multi-text reading class with the topic of “War without Smoke: Side Expressions of War's Cruelty”, emphasizing the teaching points of paying attention to the details of the text, comparing the process of inquiry and contacting the actual life, combining theory and practice, hoping to provide some reference for front-line teachers.

Li (2022) conducted a mixed methods study entitled “Research on the Teaching of Chinese Novel Group Reading in Junior Middle School”. This study took junior high school Chinese group reading teaching as the research object, combined with the unified Chinese textbooks to explore the practical value and specific implementation strategies of junior high school Chinese group reading teaching.

Based on the analysis of the studies conducted, it was found that group reading teaching was explored in several ways and that most of the content adopted was oriented towards Chinese literature.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the adopted research approach and explains the research design, research site, research population and samples as well as the instruments that were designed to collect the data, validity and reliability of the instruments, data collection and data analysis methods. The chapter ends with ethical considerations.

3.1 Research Design

This study was conducted using a mixed methods research approach in order to collect both the quantitative data from the Pre/Post Test and the satisfaction questionnaire as well as the qualitative data from the questionnaire. According to Halcomb and Hickman (2015), the hybrid method provides an alternative to the only traditional quantitative method or the only qualitative method. However, since this study collected the students' scores from the Pre/Post Test to compare whether the students could perform better and produce higher scores with an intervention of ten reading lessons with multi-text reading teaching technique. The satisfaction level of the students on the lessons they had was collected by an eleven-item questionnaire and interviewed data which needed to be analyzed into themes. Thus, the research design can be a Pre/Post Test one group experimental design, The following figure illustrates the research design.

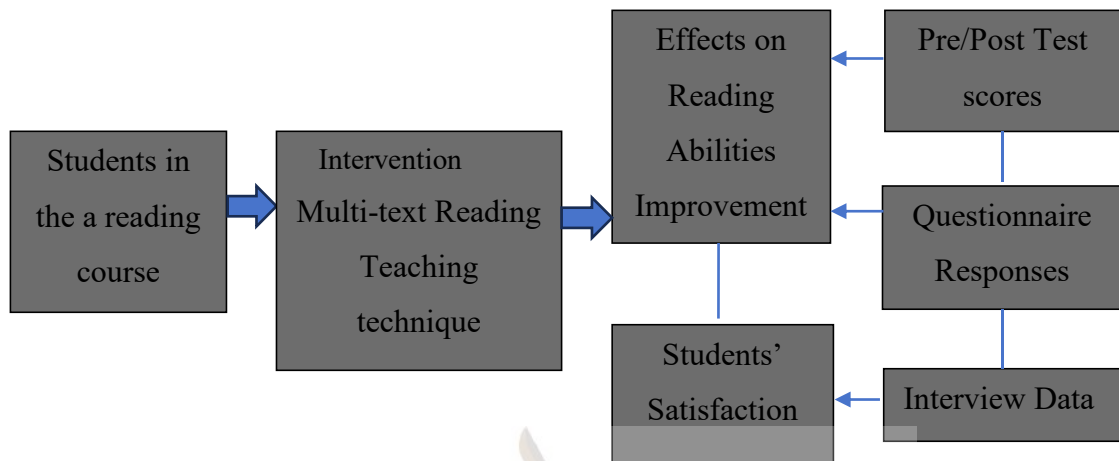


Figure 3.1 Illustration of Research Design

3.2 Research Site

This study was conducted at one of the high schools in Zao Zhuang, Shandong Province, China where there were 120 students and 30 teachers at the time of the research. The school is located in the urban area. At this school, the teachers are allowed to design their own materials for use according to the student's learning needs and the actual teaching situations. Therefore, in this study, multi-text reading was adopted as an approach to improve students' reading abilities.

3.3 Research Population and Sample

The study sample was students from one of the 10 classes of senior high school in ZaoZhuang No.1 high School. There were 20 students with 10 girls and 10 boys in the class, which was randomly selected by number drawing for the study. All the classes had to take one Chinese reading course at the time of the experiment. In this particular situation, the Chinese reading course was taught by the same teacher, with the same teaching content, teaching schedule, class time and homework content.

Table 3.1 Background information of the sample group

Class	Age	Number	Male	Female	Average years of Chinese learning
Class 1	14-16	20	10	10	10

3.4 The Research Instruments

3.4.1 The Lesson Plans

The whole experiment was divided into three stages: before, after, and after the experiment. There were 20 students in my subject, divided into 5 small groups of four students, each group read the articles on the same subject. The texts were chosen by the researcher, having the same level of difficulty, about daily life and about 200-300 words in length and 4 students in each group. Each class lasted 60 minutes.

There were five steps in the teaching process,

Step 1--Determine group members, randomly grouped in groups of four. Reading articles were the same for each member in the same group.

Step 2--Identify the topic and start reading (Each group member reading same text but different groups reading different texts))

Step 3--Start a group discussion.

Step4--Group members summarize what they have read together and send group leaders to share and demonstrate.

Step 5 --The teacher sums up by examining the results of teaching and learning through further exercises or tasks.

See details in Appendix 4

3.4.2 The Pre-Test and Post-Test

This study adopted a Pre/Post-test experimental study design. The Pre-test and the Post-test were the same paper. There were six short reading passages with 5

questions each, in a total of 30 questions. The questions at the end of each text were designed to check the students' general reading comprehension with questions such as "What is the text about?" and "What does this word mean?" The original paper used was in Chinese but the translated version is also provided in the Appendix.

3.4.3 The Questionnaire

The questionnaire for this study was adopted to examine the students' views about the multi-text reading approach they had experienced after the experiment. Only 15 questions were in the questionnaire. Each item was measured in the format of a 5-point Likert scale. The questionnaire had five options, 5 means "Strongly agree", 4 means "Agree", 3 means "Neither Agree nor Disagree", 2 means "Disagree" and 1 means "Strongly disagree".

3.4.4 The Structured Interview

Only four prompt questions were used to find out the interviewees' opinions about reading, working in groups and multi-text-reading.

Question 1: Do you prefer working in groups?

Question 2: In your opinion, is your multi-text reading an effective teaching technique?

Question 3: In your opinion, how can reading change us?

Question 4: Do you like reading? Why?

3.5 Validity

The questionnaire was mainly designed to further understand the students' opinion about the multi-text reading. To test the validity of the questionnaire items, Item Objective Congruence (IOC) Rovinelli and Hambleton (1977) was adopted. It is a procedure used in ensuring that the questionnaire items designed for the study were valid to the research objectives. Before the questionnaire was used to collect the data, three education scholars were invited to evaluate the content validity of the

questionnaire items. In other words, if the validity score of each questionnaire item was above 0.67, the item could be used.

In this study, to ascertain the validity of the research instruments, the questionnaire and interview questions were sent to three content experts from Thai universities for Item Objective congruence (IOC). Each of them had to rate every item on the instruments according to a three-scale range of +1, 0 and -1 as they corresponded to their opinions towards content validity. Following Turner and Carlson (2003), the scale was interpreted as follows:

+1: If an item clearly measures a stated objective.

0: If the degree to which an item measures a stated objective is unclear.

-1: If an item does not clearly measure a stated objective.

After the evaluation of items by experts, the scores from the three experts for each item were calculated to give indexes of item-objective congruence. The thumb rule for validity was that for an item to be considered acceptable, its IOC should be equal to or above and not less than 0.67 (Sukamolson and Sitti, 2019).

3.6 Data Collection

To answer Research question 1, data were collected at the end of the course. Students went through the two tests: the Pre-Test at the beginning of the course and the Post-Test at the end of the course. For Research Question 2, data were collected from the questionnaire survey and the structured interviews conducted after the course. Purposive sampling of the interviewees was used to select the research participants. The general criteria were the interviewees were students in the class that had gone through the experiment and they volunteered to take part in the structured interviews. Each interviewee was invited to share their views about multi-text reading approach for one hour each.

3.7 Data Analysis

Since there were three instruments used in this study, the design for data analysis was:

1) Independent sample t-tests of the test results were conducted to verify whether there was a significant difference between the two tests conducted at different times. One at the beginning of the course and one at the end. A paired sample t-test was used to analyze the effects of multiple text reading on students.

2) All data collected from the twenty questionnaires were analyzed with a computer program for descriptive statistics to find out students' satisfaction about multi-text reading.

3) Qualitative data from the interviews were analyzed by thematic analysis. The interview data were content analyzed into categories that of the same topics. Interviewing is a technique to collect data in the form of a conversation, generally at an individual level. From each interview, the categories were further grouped if they referred to the same concepts. Finally, the concepts were constantly compared and contrasted to derive at the most likely patterns until the central concept emerged. The details are as follows.

Coding and categorizing in qualitative data means clustering and classification schemes; linking categories to the concept and forming a theory (Maxwell & Miller, 2008). The three Cs' of data analysis are Codes, Categories and Concepts. The structure and steps of qualitative data analysis are presented below:

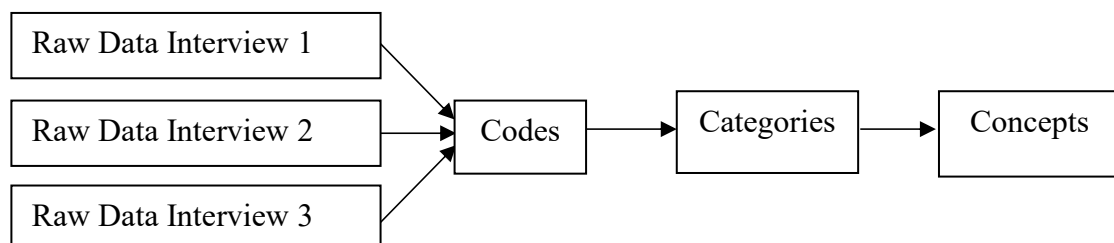


Figure 3.2 Structure of Qualitative Data Analysis

Source: Litchman, 2014

Steps in qualitative data analysis

The qualitative data collected in this study went through the steps described below.

Step 1: An initial code is a word or short phrase that denotes a salient feature of visual data.

Step 2: This step comprises the development of a large number of codes. The redundant codes will be collapsed and codes will be renamed. After removing redundant codes, codes will be modified from raw data.

Step 3: After modifying codes, they will be organized into categories. It explains the major topic will be grouped and every important topic. So, there is a long list of categories and sub-categories with related codes.

Step 4: Initial list will be modified by combining two categories. So, the movement of coding initial data to category identification and from identified category to emerging concepts entail the analysis process.

Step 5: Categories and sub-categories will be revisited after removing redundancies and identifying critical elements.

Step 6: The final step of this process contains the identification of concepts in relation to identified codes and categories.

3.8 Ethical Considerations

The researcher strictly observed ethics in conducting the study in all steps of data collection based on Creswell and Creswell (2018, pp. 88-98).

1) The researcher took the greatest care in protecting the students' privacy by not revealing their names and only using numbers to refer to them. All the information related to the students will be kept confidential with only the researcher knowing them in person.

2) Secondly, the researcher got approval from the Ethics Committee of Rangsit University that allowed the research to be carried out. The certificate was obtained as evidence. The certificate number is NO.RSUERB2024-033.

3) Then, the researcher got the school authority's approval before beginning the data collection process. Consent was also sought from the parents since

the students were below the legal age.

4) The researcher promised to be very careful about unethical acts in data collection and data analysis.

3.8.1 Prior to Conducting the Study

1) The researcher took great care to protect the privacy of the teachers who provided both types of data by not identifying them by names but by numbers only.

2) The researcher obtained permission to collect data of the interviewed schools for this research.

3) The researcher asked all the participating teachers to fill out the consent forms to indicate their willing to provide their information to the researcher.

4) The researcher submitted the research proposal with the intended instruments to the Ethics Research Board of Rangsit University for approval.

3.8.2 Beginning the Study

1) The researcher made all the requirements for the study to clear to all participating teachers, about what they could do such as they could decide to leave the study at any time.

2) The researcher made the appointment time for data collection as clearly as possible.

3.8.3 Collecting Data

1) The researcher-built trust and showed respect for the participating teachers.

2) The researcher would not reveal any data that have been collected.

3) The researcher promised to be very careful in data collection and analysis.

3.8.4 Analyzing Data

- 1) The researcher reported multiple perspectives.
- 2) The researcher reported report contrary findings.

3.8.5 Reporting, Sharing and Storing Data

- 1) The researcher reported the findings honestly.
- 2) The researcher avoided being biased in reporting the findings.
- 3) The researcher gave credit to the references you used.
- 4) The researcher stores all the data at least for 5 years in a safe place.

Anonymity of participants and confidentiality of opinions During data collection, participants' information, opinions and behaviors will be kept confidential. While ensuring participants' confidentiality, the most authentic and effective research data are collected.



CHAPTER 4

RESULTS AND DATA ANALYSIS

A quasi-experimental design was adopted to study the implementation of multi-text reading teaching whether it could improve students' reading skills and to examine students' views on the use of multi-text reading in a Chinese reading course. The results were obtained from the following research tools: pre-tests and post-tests, questionnaires, and structured interviews. In this chapter, the results derived from the data are presented in the following order:

- 4.1 Analysis of the Pre/Post Test
- 4.2 The satisfaction questionnaire results
- 4.3 The structured interview results

4.1 Analysis of the Pre/Post Test

The results of the test score analysis for the paired sample statistic are shown in Table 4.1 below. The pre-test mean was 11.50 and the post-test mean was 19.05 with a mean difference of 7.55.

The resulting significant value (p) was 0.00. The minimum and maximum values of the Pre-test were 4.00 and 20.00, respectively, with a mean of 11.50, a standard deviation of 4.84, and a median of 11.00. For the Post-test, the minimum value was 10.00; the maximum value was 27.00 with the mean value of 19.05, the standard deviation of 5.12 and median of 19.50. The mean difference between the pre-test and post-test was 7.55, indicating a significant increase in the post-test mean, with a larger difference of the mean. As shown in Table 4.2 below, the significance value was 0.00, lower than 0.05 ($P < 0.05$), indicating that the post-test scores of the sample group showed statistically significant increases compared with the pre-test scores. Details of the Pre-test and the Post-test means are illustrated in Table 4.1, Table 4.2 and Figure 4.1 below.

Table 4.1 Basic Indicators of the Pre/Post Test

Basic indicators						
Name	Sample Size	Minimum	Maximum	Average Value	Standard Deviation	Median
Pre-test Scores (Full Score=30)	20	4.00	20.00	11.50	4.84	11.00
Post-test Scores (Full Score=30)	20	10.00	27.00	19.05	5.12	19.50

Table 4.2 Results of Paired t-test Analysis

Paired t-test for the analysis						
Name	Sum	Average value	Standard deviation	Mean difference	<i>T</i>	<i>P</i>
1	Pre-test Scores (Full Score=30)	11.50	4.84	-7.55	-9.291	0.000**
	Post-test Scores (Full Score=30)	19.05	5.12			

Figure 4.1 below represents the scores of individual participants in the Pre-test and Post-tests. As shown in the line graph, the blue line indicates the pretest score and the line represents the Post-test score. Thus, it was clear that all participants' scores improved in the Post-test, which affirms that the use of multi text reading contributed to improve students' literary reading ability.

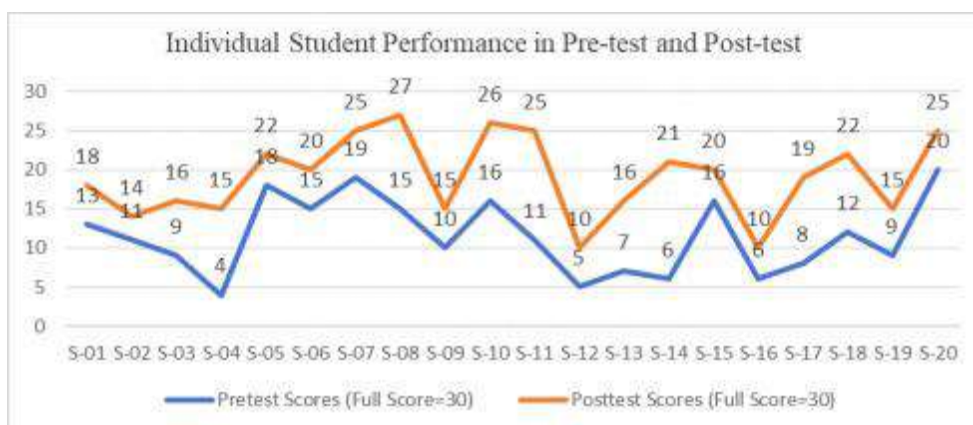


Figure 4.1 Representative, individual participants' scores in the Pre-test and Post-test

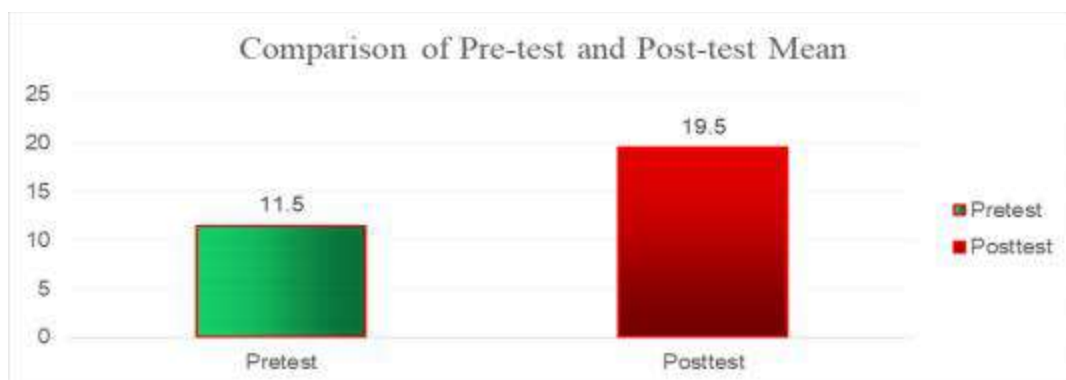


Figure 4.2 The Mean Scores of the Pre-test and pPost-tests

The Pre-test is green and the Post-test is red with a score of 11.5 and 19.5, respectively. The Post-test mean score of the sample group was higher than that of the Pre-test average score. The Post-test score indicated in red confirms a slight increase of 8 points over the Pre-test score indicated in green. Therefore, it can be concluded that everyone showed some improvement in achieving higher scores in the Post-test.

4.2 The Satisfaction Questionnaire

The aim of this study was to investigate students' views of using multi-text during reading. The questionnaire was divided into three categories: Part A- Personal Information (Q1-Q4), Multi-text Reading in Part B (Q5-Q14), and an Open question in Part C (Q15). The obtained quantitative data were shown below.

Table 4.3 Questionnaire Data Analysis

Item	Question	Select	Frequency	Percentage (%)
Part 1: Personal Information				
1	I am	Male	47	52.22
		Female	43	47.78
2	Years studying Chinese	5-10	19	21.11
		10-15	71	78.89
3	Age	14-15	19	21.11
		15-16	71	78.89

Table 4.3 Questionnaire Data Analysis (Cont.)

Item	Question	Select	Frequency	Percentage (%)
4	Grade in Chinese	Three-level	8	8.89
		Four-level	11	12.22
		Five-level	11	12.22
		Six-level	23	25.56
		Seven-level	18	20.00
		Eight-level	19	21.11
Part 2 : Experience from Multi-text Reading Lessons				
5	I like learning together in groups.	3.73	1.30	Agree
6	I like the reading materials on various subjects.	3.77	1.17	Agree
7	I like using multi-text reading in a reading course.	3.78	1.28	Agree
8	I feel like the reading class time has passed very quickly.	3.85	1.32	Agree
9	I wish to read the text with my friends.	3.73	1.25	Agree
10	I learn a lot from the class.	3.70	1.21	Agree
11	In the reading class, I am willing to participate in the activities.	3.69	1.35	Agree
12	I can learn a lot of from my friends.	3.71	1.23	Agree
13	I enjoy more of the activities in the class.	3.70	1.28	Agree
14	I feel relaxed when I am in class.	3.73	1.22	Agree
Part 3: An Open-ended Question				
15	Can you tell me what you think about the multi-text reading class?	No Answer		

Based on the data from the questionnaire, it shows that students willingly accepted multi-text reading teaching techniques as one that they could enjoy. Responses of all the items in the questionnaires indicated the mean scores in the range

of “Agree”. However, based on the mean scores, it reveals that the students didn’t show that they thought this technique was the best as the totals core of all items were also averaged at the “Agree” level.

For the open-ended question, there was no answer.

4.3 The Structured Interview

This section reports the views of the 6 students who volunteered to participate in structured interviews. The obtained data were analyzed using thematic analysis techniques. Table 4.4 below shows how many categories and concepts were found in each individual interview and Figure 4.3 presentshow the data were analyzed.

Table 4.4 The Interviewees, Number of Categories and Number of Concepts

Interviewee	Number of Categories	Number of Concepts
S1	2	1
S2	3	2
S3	4	2
S4	4	2
S5	3	2
S6	4	2
Total	20	11

Table 4.5 Analysis of the Interviewed Data

Concepts	Categorizing	Coding
<ul style="list-style-type: none"> ● Used in your daily life ● It belongs to China ● flexibility ● To broaden our horizons ● Get a lot of information ● Promote discussion 	<p>The importance of reading</p> <p>What is reading?</p> <ul style="list-style-type: none"> ● Culture ● Multi-text ● Tools for acquiring knowledge 	<p>Students' views on multi-text reading</p>

Table 4.5 Analysis of the Interviewed Data (Cont.)

Concepts	Categorizing	Coding
<ul style="list-style-type: none"> ● Improve memory ● Promote thinking ● Visual enjoyment ● Release pressure ● Improve reading ability 	<ul style="list-style-type: none"> ● Newness ● Visible ● Art ● A window of the world 	
<ul style="list-style-type: none"> ● Not knowing everything ● Learning more and more ● Infinite content ● Content is not limited 	Scope: <ul style="list-style-type: none"> ● Chinese reading ● Chinese exam ● Reading activities 	
<ul style="list-style-type: none"> ● Open mind ● Understanding and practice ● Happy to learn Chinese reading ● Understand the world ● Cultivate interest in reading 	How to learn: <ul style="list-style-type: none"> ● Love ● Practise ● Enjoy ● Read ● Communicate with each other ● Share 	

The data obtained from the interviews showed similar views about the multi-text reading technique. Students enjoyed working with their friends and showed their awareness of the benefits of reading.

4.3.1 Interest and Motivation

Analysis of the results of student interviews revealed positive perspectives of the use of multi-text reading in reading classes. Most of the participants, the conversation was interesting and positive, and the conversation activities were enjoyable and engaged. Various activities in one class kept them highly motivated throughout the 60-minute session. Furthermore, some students stated that the use of multi-text reading made the course lively and enjoyable. Others have mentioned that

reading through multiple texts can allow them to improve their reading interest and ability. The following are some quotes shared by the interviewees:

“I think there are many benefits to reading, which can improve our reading ability and writing level, can make us more cultured, increase our knowledge, get better results in exams, so as to feel happy.” (F-interviewee 3, personal communication, April 1, 2024).

“I think reading is away to enrich yourself, is away to expand your horizons. Through multi-text reading, I have not only enriched my knowledge reserve, but also stimulated my thinking and creativity. Through reading activity, I deeply realized the fun and beauty of reading.” (F-interviewee 5, personal communication, April 13, 2024).

Reading books can help us improve our memory, make us focus, and become more focused, and make us think more, rather than blindly judge.

4.3.2 Participation

Almost all student participants revealed an interest in multi-text reading. They are actively involved in the multi-text reading course. The investigators also systematically and carefully planned and performed all the activities to aid in further student participation. At first, the students were hesitant about multi-text reading by encouraging them. Most students said that they found reading not only simple but also fun. Some students also said that reading more could improve their confidence in reading. Here are the opinions of some of the selected participants:

“Reading is a valuable activity, which can not only broaden your horizon, but also cultivate good reading habits and thinking ability. I found that books are the product of human wisdom every book is a door, I like multi-text reading class.” (F-interviewee 2, personal communication, April 14, 2024).

“The text reading activity made me feel the fun of reading more deeply. In the process of reading, I shared my reading skills with my classmates, and learned many new ideas from them. This not only increased my understanding of various literary works, but also expanded my reading field. I found that reading is not only a kind of enjoyment, but also a kind of enlightenment, which can arouse the thinking and resonance in my heart.” (F-interviewee 4, personal communication, April 9, 2024).

Thus, from their positive point of view, it is concluded that students do find making reading through multi-text reading teaching interesting and fascinating, and willing to get involved.

4.3.3 The impact of multi-text reading on students' learning

As for the effect of multi-text reading on students' learning, almost all but a few students will certainly use multi-text reading as useful. They shared that multi-text reading will help them improve their reading skills, such as reading speed, reading skills, and the ability to do reading questions. Some students also confirmed that multi-text reading improved their verbal presentation skills, creativity, and imagination. Likewise, some participants mentioned that they felt a great improvement in their thinking ability and imagination when they participated in multi-text reading. Moreover, most of them believe that multi-text reading certainly expose them to more knowledge and broaden their horizons. To further confirm, I have some of the students' views to share:

“I think multi-text reading promotes mental health. Reading can not only enrich us in knowledge and thought, but also help us reduce stress, bring positive emotional experience and so on, which is extremely important for us to maintain mental health.” (F-interviewee 3, personal communication, April 5, 2024).

“I think multi-text reading can increase my knowledge and vision. Through reading, we can be exposed to a variety of ideas, ideas and knowledge, so as to broaden our horizons and cognition. I think multi-text reading can foster our interest and entertainment. Reading is also a way of entertainment and relaxation, which can not only help us relax and relieve pressure, but also learn more knowledge and increase our knowledge. Reading can help us understand different cultures, history, science and the various landscapes of the world, so that we can better understand the world.” (F-interviewee 6, personal communication, April 8, 2024).

Through the analysis of the above, we can be clear that the current most high school students and have sufficient reading interest and reading enthusiasm, especially considering the mountain of the college entrance examination, most of the students will focus on their final score, from the objective perspective of efficient reading mode to a certain extent can fastest improve the students' Chinese performance, and students overall reading ability will affect the students overall test ability in the process.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

A summary of this study is detailed in this chapter, and its contents are presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research questions of this study are:

- 1) To study the effects of multi-text reading on students' reading abilities in a Chinese reading course.
- 2) To explore the opinion of high school students on using multi-text reading in Chinese reading course.

This study was conducted using both quantitative and qualitative methods at a high school in Zaozhuang district, Shandong Province, China, using the Pre/Post test, the questionnaires and structured interviews. Data from the Pre/Post test were analyzed with t-test, while the questionnaires were analyzed with descriptive statistics into mean and S.D. Structured interviews were analysed into themes. Analysis of both types of data yielded the following conclusions.

5.1.1 Responses to Research Question 1

Question 1

Can multi-text reading improve student reading abilities in a Chinese reading

course?

The first aim of this study was to study the effects of multi-text reading on students' reading abilities in a Chinese reading course. Then, the pre-test and post-test result were analyzed using the paired sample t-test to compare the differences in academic performance in the sample groups. The results of the performance test are as follows:

1) Statistical analysis of the sample t-test showed that the mean score of the post-test (19.5) was higher than the pre-test (11.5), and the mean difference was (8). The standard deviations of the pre-test and post-test were 4.84 and 5.12, respectively. The mean score of the post-test was higher than the pretest. The higher average value of the post-test indicates that multi-text reading teaching has a positive impact on improving students' Chinese reading skills.

2) The lowest and highest points of the full 30 score in the pretest were 4 and 20 scores, respectively. The lowest and highest scores in the post-test were 10 and 27 score, respectively. Through these differences in the pre-test and post-test scores, the highest score of the post-test is 7 score higher than the pre-test score. Similarly, the lowest score of the post-test was higher than the lowest score of 6 score.

3) When the full score is 30, the qualified score of the pre-test and post-test is set as 18 score. Among the 20 student participants, 3 of them exceed the set qualified score line, and the qualified rate is 15%. In the post-test, 12 students whose qualified score exceeded the qualified score, with a qualified rate of 60%. It can be seen that students have greatly improved their reading level through multi-text reading teaching.

All participants scored higher in the post-test. Of the 20 students, the student number is. G-S14 achieved the highest 15 points in post-test than in pre-test.

The above quantitative data analysis clearly showed an improvement in student post-test scores. Therefore, the results clearly indicate that multi-text reading is an effective way to improve students' Chinese reading skills (Goodman, 1987). What the findings of this study show is similar to what some experts have explained. Cui et

al. (2016) is convinced that in the process of reading, teachers and students read the texts, discuss the ideas in each text and share reading content and experience with others. This process is expected to improve the students' reading skills.

5.1.2 Responses to Research Question 2

Question 2

What is the satisfaction of high school students of multi-text reading in a Chinese reading course?

The second aim of this study the effects of multi-text reading on students' reading abilities in a Chinese reading course. To collect the required qualitative data, We conducted structured interviews with 6 students. Due to time constraints, only 6 of the 20 students in the sample group had the opportunity to attend the interview. Interview data were recorded, transcribed, interpreted, and analyzed using the methods of thematic analysis. The findings concluded that students had positive views on the use of multi-text reading teaching to improve their language reading skills (Baldry & Thibault, 2006).

All students claimed that they enjoyed using multi-text teaching methods in language reading courses. This is clear from the responses collected from the structured interviews with the questionnaire.

Due to higher post-test scores, students were motivated and expressed their expectations for greater improvement in future reading scores. Reading has become an important way to improve students' Chinese literacy, but the traditional single-article reading teaching has been unable to meet students' growing reading needs.

In addition, group text reading focuses on the intertextuality of multiple texts and the integrity of reading teaching, which makes the classroom pace of reading

teaching more compact and the content more systematic.

5.2 Discussion

In this section, discussion is on the effectiveness of multi-text teaching on students' reading ability since the Pre-test showed a lower mean score than the Post-test. How multi-text reading teaching technique helps students to improve their reading comprehension and other skills can be explained by addressing the learning theories that are related to learning. Secondly, based on the questionnaire responses of the students about multi-text reading teaching technique and the structured interviews of six volunteering students, it can be confidently said that the students expressed positive opinions about the use of multiple texts in the language reading course.

Detailed discussion of each issue is presented below:

5.2.1 The Students' Reading Performance

The Pre-test and Post-test results in this study indicate that the use of multi-text as a method of learning reading skills can improve students' Chinese reading skills. The results of this study were significant, with 12 students exceeding or equal 18 points in the post-test. The average score of the post-test (19.05 score) was 7.55 points higher than the mean score of the pre-test (15 score). Furthermore, the most significant finding was the significant difference in scores obtained by student number S-14. The student scored 6 score in the pre-test and 21 score in the post-test, creating a huge difference of 15 scores. Thus, the significant improvement in student achievement scores indicates that the use of multiple text has a positive impact on students' language reading ability. Obviously, multi-text reading teaching technique has more advantages in terms of there being more texts to explore by the students for reading skill improvement. According to Kamps et al. (2008), traditional reading cannot improve students' reading skills when the traditional single-article reading teaching is teacher-directed. In supporting multi-text reading, Robb (2024) says one advantage is that students may understand the text they read together in different ways but they can reach a consensus among them about the

message the text conveys. In a reading class, reading skills are more important than the content. The benefits of multi-text reading teaching technique have been agreed upon by many experts in the field of research into reading (e.g. Shao & Zhao, 2011; Yu, 2015; Jiang, 2016; Ankrum, 2018; Amin, 2019).

In addition, the interview results showed that the majority of the respondents agreed that using multi-text in the Chinese language reading class would help to improve their language reading ability. The results of this study proved that the use of multi-text teaching in the Chinese language reading class helps to improve their reading ability (Kamps, Abbott, & Greenwood, 2008) when students feel relaxed, working at their own paces with their friends in small groups.

5.2.2 Discussion of the students' views

The quantitative data collected through the questionnaire was designed to study students' perception of the use of multi-text in reading sessions. The descriptive statistical analysis collected from the questionnaire was as follows:

- 1) All the items were rated at the “Agreed” level, which gives a clear answer that students preferred multi-text reading teaching technique.
- 2) The results of the descriptive statistical analysis calculated from the questionnaire indicated that students had positive views about the use of multi-text in the reading course. Most importantly, none of the items rated as strongly disagree as strongly evidence that students showed a positive view of the use of multiple texts.
- 3) Most students also agreed to the regular use of multi-text reading instruction.

This scenario can be explained. Based on the structured interview, the findings are as follows:

- 1) Knowledge can improved students' Chinese reading skills.
“In the process of reading, I shared my reading skills with my

classmates, and I learned a lot of new ideas from them.” (Student 1)

“Knowledge improves the understanding of the events.”(Student 2)

“Knowledge can broaden your thinking.”(Student 3)

“Knowledge can improve the thinking ability.”(Student 4)

“Knowledge can improve your expressive skills.”(Student 5)

“Knowledge can increase the vocabulary.”(Student 6)

2) Students’ feelings relaxed /not worried.

“Reading is also a way of entertainment and relaxation, which can not only help us to relax and relieve pressure, but also can learn more knowledge and increase our knowledge.” (Student 1)

“Reading help me to improve myself.”(Student 2)

“Reading can warm the students' hearts.”(Student 3)

“Reading can enrich students' emotional experience.”(Student 4)

“Reading can make progress.”(Student 5)

“Reading can feel the happy moments in life.”(Student 6)

For example, group 1, the theme is hamburger, the group discusses whether the food is conducive to our healthy growth, can eat more, group 2, the theme is rice, rice belongs to the necessary carbohydrate for our growth, and how much to eat every day can not only meet the human body must also maintain a figure.

When students learned what they liked and they didn’t have to worry about mistake making as they read a text with friends, they were not pressured by the teacher. If they did not understand anything, they would ask the friends in the group for support. Affective domain is as important as cognitive domain. Students should feel motivated (Dornyei, 2001; White, 2014). Besides, the students were all aware of the significance of reading to their academic performance.

Their views about the benefits of reading were correct, along the same line as the experts’ views (e.g. Wagstaff, 2020; Kovacs, 2018; Li, 2018; Prabhakaran, 2018; Pradani, 2021; Butterfuss and Kendeou, 2020).

5.3 Recommendations

Based on the results and conclusions of this study, the following recommendations are made:

5.3.1 Suggestions for implementation

As a teaching method, the teaching of group text reading focuses on improving students' reading ability and expanding students' reading horizon. In multi-text comparative reading, it can also effectively cultivate students' ability to integrate fragmentary information, and effectively promote the cultivation of students' core Chinese literacy. In daily teaching, teachers should earnestly explore the advantages of teaching materials under the premise of curriculum standards and the needs of students' development, and effectively integrate the teaching resources inside and outside the classroom (Skrajner & Camp, 2007).

Reading teaching plays an important role in Chinese teaching, which requires teachers to constantly explore new teaching methods in teaching, in order to improve students' interest in learning, let students enjoy reading, love reading, and gradually improve their reading ability (Taylor and Beach, 1984). The teaching method of group reading is conducive to the communication between teachers and students, the common growth, and promotes students to improve their comprehensive Chinese literacy (Rashotte, Macphee, & Torgesen, 2001). The use of group text reading teaching in the high school novel class can help teachers and students to interpret the text more comprehensively, expand students' reading capacity, and improve students' comprehensive Chinese ability (Kolb, 1984).

5.3.2 Recommendations for Future Studies

Considering some limitations of the present study, the investigators recommend a further study using the following methods:

- 1) The use of multi-text reading to improve students' language

reading skills has been found to be effective (Shanahan, 1984). Therefore, the use of multiple texts should also be encouraged when teaching reading in other grades.

2) Other language teachers were advised to use multi-text as learning material to teach reading skills. The proposal shows that Chinese reading teachers seem to use limited strategies and materials, unable to meet individual needs and interests (Hatcher, Hulme, & Miles, 2006).



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APPENDIX A

INSTRUMENT 1

มหาวิทยาลัยรังสิต Rangsit University

INSTRUMENT 1
ITEM OBJECTIVE CONGRUENCE
FOR THE PRE / POST-TEST

Pre/post reading test for reading comprehension (6 text, 5 questions for each text, 30 questions; 1 points for each question, full score 30) . Read the following passage and choose the best option from the A, B, C and D options given in each question.

Text 1

Alice Lee is a high school student studying at a private school. She is doing some voluntary work at an after - school program to help students from poor families. On the first day of her work, she noticed that many kids were lining up for free sandwiches and fruits. She was surprised. One of the organizers explains that many of these students don't get enough to eat at home. So a school lunch or an after - meal might be the most food they would get all the day. She has also been told that some hungry kids can receive lunches, but others are only allowed reduced - price meals, and those students' families have to pay for the part of their food. Lee was shocked, she decided to offer help to those who are suffering from hunger, "I want other kids to understand that if you see a problem, you don't have to wait to be an adult to fix it, " says Lee. She and a group of friends are using their programme skill to create a new app called Food of Thought, which will allow parents, students, and even kind - hearted strangers to donate money to lunch accounts for students in a nearby school.

1. What did Alice Lee see on the first day of her voluntary work?
A. Children lining up for free food. B. Children buying sandwiches and fruit.
C. Children leaning cooking instructions. D. Children doing voluntary work.
2. Who should pay for the half - priced food?
A. all the hungry children. B. kind - hearted strangers.
C. some poor families. D. primary school students.
3. What was she doing to help the poor kids?
A. She taught them for free. B. She opened a lunch account.
C. She developed an app to help them. D. She offered free food.

4. What is the identity of the author?

- A. Senior high school student B. Junior middle school student
C. Primary scholar D. University student

5. What is the main idea of this passage?

- A. local school is providing free food for students.
B. A girl is helping poor kids out of hunger.
C. An app will be tested in a school this fall.
D. A group of good friends are working at a school.

Text 2

Last summer, Mac Hollan, a primary school teacher, was cycling to Alaska with two friends. On the way, his friends had to stop for a bicycle repair, but they encouraged Mac to ride on, and they would catch up with him soon. Mac began to cycle alone. A few minutes later, Mac heard quick and loud breathing behind him. "Man, that's a big dog!" he thought. But when he looked to the side, he saw immediately that it wasn't a dog at all, but a wolf quickly catching up with him. Mac's heart jumped. He searched and took out his can of bear spray. With one hand on the bars, he fired the spray at the wolf. A bright red cloud enveloped the animal. To Mac's relief, it fell back, shaking its head. A minute later, however, it was again by his side. It even attacked the back of Mac's bike, tearing open his tent bag. He fired at the wolf a second time, and again, it fell back, only to quickly restart the chase. Mac was riding hard now. He waved and shouted at passing cars without slowing down. At that moment, Paul and Becky were driving their car on their way to Alaska. They found a dog-like animal running alongside a man on a bike. As they got closer, they realized that the "dog" was a wolf. Mac heard a large car behind him. He kept waving and shouting as the wolf was catching up closer. And the car did stop in front of him at the right time.

1. Why was Mac riding alone?

- A. He wanted to try his bear spray. B. He liked riding alone all the way.
C. His friends were repairing the bike. D. His friends returned for their tents.

2. How did Mac feel when he realized a wolf was after him?

- A. Calm. B. Frightened. C. Excited. D. Painful.

3. What does the underlined word "it" in Paragraph 3 refer to?

A. The wolf. B. The dog. C. The can. D. The cloud.

4. How did Mac ask for help in the end?

A. By cycling hard. B. By firing the spray.

C. By waving and shouting. D. By running after the car.

5. How many people ride their bikes to Alaska?

A.1 B.2 C.3 D.4

Text 3

I took up baking when I was twelve. At that time I was working on my school bakery project with my classmates. I tried a few times, but I wasn't very successful. My parents advised I learn from my grandmother, who later gave me her recipe and instruction as well. After two years' practice, I was able to make delicious bread. I have come to realize making bread means a lot to me although it takes a long time. To make bread, others usually use quick-rise yeast, but I don't. Every Saturday morning, after mixing proper amount of water with flour, sugar etc, I take time to wait for the dough to rise. This is my way to slow down and smell the roses. Baking does require great patience. In my hands, the dough is slowly growing. It's becoming softer. I can feel the change, which connects me to something quite different from the modern way of living. To me, making bread is a push against our culture of convenience. It certainly takes more time than buying bread from a store, but I enjoy it. I've stuck with my grandmother's recipe without making any change. Now this tradition has continued for years. Sometimes, in order to fit it in, I have to change my schedule. But I have never considered giving it up. By the time my children get home from school, the bread has been baked and cooled. They step into the house and the first thing they do is to take a deep breath of the warm, honeyed air. My bread-baking has also helped them to slow down and understand the value of taking their time and leading an unhurried life.

1. Who taught the writer to make bread?

A. Her teacher. B. Her grandmother.

C. Her parents. D. Her classmates

2. How is the writer's bread-making different from others'?
- A. She uses less water. B. She uses more sugar.
 C. She doesn't bake it a long time. D. She doesn't add quick-rise yeast.
3. Which word best describes life in modern times according to the writer?
- A. Relaxing. B. Exciting. C. Fast. D. Happy.
4. What does the underlined "it" in paragraph 4 refer to?
- A. The recipe B. The plan. C. The change. D. The tradition.
5. What does the writer want to teach her children to do?
- A. Do things in a slow way. B. Bake bread at an early age.
 C. Be thankful for parents'work D. Get home from school in time

Text 4

When I was a girl growing up, I cannot once ever remember either my mum or my grandma wasting food. Anything we didn't eat at one meal was leftovers. I can remember my grandma making a huge pot of potatoes. We would all eat until we were full enough, but there were always about half of the potatoes leftover. A few days later, Grandma would take those potatoes out of the fridge, boil some noodles, add some vegetables and mix them all together. And I also remember when I watched my mum fry bacon for us in the mornings she would always take the oil carefully and pour it into a bottle. Then she would use it later to add flavor to so many other dishes. I was an adult before I realized that potatoes didn't actually taste like bacon! I learned their lessons well, and after I grew up, I tried to never waste food myself. I always planned the week's meals ahead of time and only bought what was on my shopping list so that nothing went to waste. Every meal went into our stomachs and any leftovers were later eaten by either myself my boys, my husband or, my dogs. To me, throwing food into the bin was just wrong. However, when it comes to living, there are no leftovers. Life is just like a feast. Each moment that you don't live is lost forever. Life cannot be saved or stored. Each day is a fresh beginning. Live each moment of your life to the fullest, then.

1. The writer's grandma used the leftover potatoes to
- A. mix with noodles B. boil some vegetables C. fry bacon D. throw away

2. Why did the potatoes cooked by the writer's mum taste like bacon?
- A. Because she mixed the bacon with potatoes.
 - B. Because she put potatoes into the containers.
 - C. Because she was good at cooking
 - D. Because she poured the bacon oil into potatoes.
3. According to the passage, how did the writer save food in her way?
- A. By shopping ahead of time.
 - B. By throwing it into the litter bin.
 - C. By following her mother's shopping list
 - D. By planning the next week's food
4. What does the underlined word "feast" in the last paragraph probably mean?
- A. Sweet dream. B. Large meal. C. Happy story. D. Beautiful picture
5. What can we learn from the last two paragraphs?
- A. It is never too old to learn. B. Eat to live, but not live to eat
 - C. Neither food nor life should be wasted D. There is no such thing as a free lunch.

Text 5

"Miss Smith! What rough hands Mary Jessup has!" said Daisy Marvin, as she walked home from school with her teacher. "In my opinion, Daisy, Mary's hands are the prettiest in our class." "Why? Miss Smith, they are as red and hard as they can be. How they would look if she tried to play on a piano!" Daisy said. Miss Smith took Daisy's hands in hers, and said, "Your hands are very soft and white, just the hands to look beautiful on a piano: yet they don't have one beauty that Mary's hands do. Shall tell you what the difference is?" "Yes, please, Miss Smith." Daisy looked at Miss Smith, with eyes wide open. "Well, Daisy, Mary's hands are very busy. They wash dishes; they make fires; they hang out clothes, and help to wash them, too: they are always trying to help her poor, hard-working mother." Miss Smith continued, "Besides, they wash and dress the children; they mend their toys and dress their dolls; yet, they find time to bathe the head of the little girl who is so sick in the next house to theirs." "They do good deeds to every living thing. I have seen them patting the tired horse and the homeless dog in the street. They are always ready to help those who need help." "I shall never think Mary's hands are ugly any more, Miss Smith." Daisy said that with

tears in eyes. "I am glad to hear you say that, Daisy; and I must tell you that they are beautiful because they help others gladly and cheerfully." "Oh, Miss Smith! I feel so ashamed of myself and so sorry, "said Daisy, looking into her teacher's face with shining eyes. "My dear, beauty doesn't lie in how one looks but what he does."

1. What did Daisy think of Mary's hand at first?
A. Warm B. Ugly C. Dirty D. Soft
2. What is beauty in Miss Smith's opinion?
A. Being patient. B. Being good-looking
C. Being helpful. D. Being hard-working
3. What can we infer from the passage?
A. Mary's mother was lazy. B. Mary lived a comfortable life.
C. Miss Smith disliked Daisy. D. Daisy understood beauty better.
4. What is the best title for the passage?
A. Busy Days B. Cheerful Tears C. Shining Eyes D. Beautiful Hands
5. What does the last sentence mean?
A. Just look good. B. Look good on the outside and look good on the inside.
C. Not looking good on the outside or looking good on the inside.
D. Beauty lies not in a person's appearance, but in what he really does.

Text 6

THE Shenzhen International Marathon was held yesterday, attracting nearly 30,000 runners from home and abroad. In the morning, though the sky was dark with clouds, it did not diminish the runners' excitement. They all gathered at the Civic Centre square at 8 a. m. ready to hit the road. The first runner to cross the finish line was Edwin Koech from Kenya in Africa, who finished the men's full - length marathon (42.195 km) in 2 hours 9 minutes and 44 seconds. The woman who finished in first place was Mulu Seyfu from Ethiopia. Another four medal winners were also from African countries. Besides our friends from Africa who swept all the full - length race medals, many other foreign runners also showed their charm on site and spoke highly of the Shenzhen Marathon for the services provided. Evgeny, a runner from Russia, said he really enjoyed the race and it was the second time that he had been in the Shenzhen Marathon. "The marathon is amazing. I really like the route because the

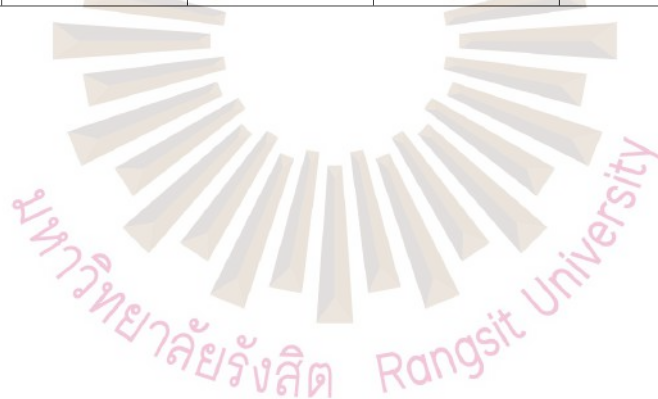
views along Shennan Road are beautiful. People are nice and helpful, which is good, "he said. Another runner mentioned the guidance provided by the organizers when asked for his opinion on the marathon. "It's clear to me, as a foreigner, I know what I should do and where I should go, "he said. "And it's very good service for the places along the route to offer drinks to the runners." Most runners expressed that they were happy to experience the fun of running. They told the reporter that they would continue at the end of next year if they had the chance.

1. What does the underlined word "diminish" in Paragraph I probably mean?
A. To solve the difficult problems. B. To show that something is like.
C. To make something become less. D. To discover something powerful.
2. Where does the winner of the women's full - length marathon come from?
A. Ethiopia. B. Kenya. C. Russia. D. China.
3. What is Evgeny's opinion on the 2018 Shenzhen Marathon?
A. It shows the charm of the foreign runners on site.
B. The views along the marathon route are beautiful.
C. It's great to offer drinks to the runners along the route.
D. The guidance provided by the organizers is clear enough.
4. What can we infer from the passage?
A. The next Shenzhen International Marathon will be held in 2020.
B. All the African runners got medals in the 2018 Shenzhen Marathon.
C. It took most runners two hours to finish the men's full - length marathon.
D. The organizers made careful preparations for the 2018 Shenzhen Marathon.
5. How many kilometers is the whole journey?
A. 234.55 B. 42.195 C. 44.123 D. 42.199

Note: The above questions are adapted from the examination papers of Guangzhou Province (2018-2023). This is an important examination for junior high school graduates in the Chinese mainland area. It is formulated by the primary and secondary school calibration personnel, and has the reliability, validity and authority.

Pre-test and post-test official standard answers

Text 1	1	2	3	4	5
Answers	A	C	C	A	B
Text 2	1	2	3	4	5
Answers	C	B	A	C	C
Text 3	1	2	3	4	5
Answers	B	D	C	D	A
Text 4	1	2	3	4	5
Answers	A	D	D	B	C
Text 5	1	2	3	4	5
Answers	B	C	D	D	D
Text 6	1	2	3	4	5
Answers	C	A	B	D	B



测试前和测试后

阅读理解的前后阅读测试（6篇文章，每篇文章5题，30题；每题1分，满分30分）。阅读下面的文章，从每个问题的A、B、C和D选项中选择最佳选项。

阅读 1

爱丽丝·李是一名在一所私立学校学习的高中生。她在一个课外项目中做一些志愿工作，以帮助来自贫困家庭的学生。在她工作的第一天，她注意到许多孩子都在排队买免费的三明治和水果。她很惊讶。一位组织者解释说，这些学生在家没有足够的食物吃饭。所以，学校的午餐或餐后食物可能是他们一整天都能得到的最多的食物。她还被告知，一些饥饿的孩子可以吃午餐，但其他孩子只允许吃低价膳食，这些学生的家庭必须为他们的食物部分买单。李很震惊，她决定向那些遭受饥饿的人提供帮助，“我想让其他孩子明白，如果你看到一个问题的，你不必等到成为一个成年人来解决这个问题，”李说。她和一群朋友正在利用他们的项目技能创建了一款名为“思想之粮”的新应用程序，该应用程序将允许家长、学生，甚至是善良的陌生人为附近学校的学生的午餐账户捐款。

1. 爱丽丝·李在她的志愿工作的第一天看到了什么？
A. 孩子们在排队领取免费的食物。 B. 孩子们在买三明治和水果。
C. 孩子们喜欢学习烹饪指导。 D. 做志愿工作的孩子们。
2. 谁应该为这些半价的食品买单呢？
A. 所有的饥饿的孩子们。 B. 善良的陌生人。
C. 一些贫穷的家庭。 D. 小学学生。
3. 她做了些什么来帮助那些可怜的孩子呢？
A. 她是免费教他们的。 B. 她开了一个午餐账户。
C. 她开发了一个应用程序来帮助他们。 D. 她提供了免费的食物。
4. 作者的身份是什么？
A. 高中学生 B. 初中阶段的学生
C. 初级学者 D. 大学大学生

5. 这段文章的主要思想是什么？

- A. 当地的学校正在为学生们提供免费的食物。
- B. 一个女孩正在帮助贫穷的孩子摆脱饥饿。
- C. 一款应用程序将于今年秋天在一所学校进行测试。
- D. 一群好朋友在一所学校工作。

阅读 2

去年夏天，小学教师麦克·霍兰和两个朋友骑着自行车去了阿拉斯加。在路上，他的朋友们不得不停下来修理自行车，但他们鼓励麦克继续骑自行车，他们很快就会追上他。麦克开始独自骑自行车。几分钟后，麦克听到了他身后急促而响亮的呼吸声。“伙计，那是一只大狗！”他认为。但当他朝旁边看时，他立刻发现那根本不是一只狗，而是一只狼很快追上了他。麦克的心跳了起来。他搜查并拿出了他的一罐装着熊的喷雾剂。他一只手放在栏杆上，向狼开枪。一团鲜红色的云笼罩着这个动物。让麦克松了一口气的是，它倒了回去，摇了摇头。然而，一分钟后，它又出现在了他的身边。它甚至袭击了麦克的自行车后面，撕开了他的帐篷袋。他又向狼开了第二枪，狼又后退了一下，但很快又重新开始了追赶。麦克现在已经很努力了。他对路过的汽车挥手和大叫，但没有减速。就在那一刻，保罗和贝基正在开车去阿拉斯加。他们发现一只像狗一样的动物在一个骑着自行车的男人旁边奔跑。当他们走近时，他们意识到“狗”是一只狼。麦克听到他身后有一辆大车。当狼走近时，他不停地挥手、叫喊。而汽车确实在正确的时间停在了他的前面。

1. 为什么麦克要一个人骑马？

- A. 他想试试他的熊喷雾。
- B. 他一直喜欢独自骑马。
- C. 他的朋友们正在修理那辆自行车。
- D. 他的朋友们重新了他们的帐篷。

2. 当麦克意识到有一只狼在追他时，他感觉如何？

- A. 冷静点。
- B. 害怕。
- C. 兴奋。
- D. 痛苦。

3. 第 3 段中下划线的“it”是什么？

- A. 狼。
- B. 狗。
- C. 可以。
- D. 云。

4. 麦克最终是如何寻求帮助的？

- A. 骑自行车。 B. 通过喷雾。
C. 通过挥手和大喊大叫。 D. 通过追上汽车而跑。

5. 有多少人骑着自行车去了阿拉斯加？

- A. 1 B. 2 C. 3 D. 4

阅读 3

我十二岁时就开始做烘焙了。那时我和同学一起做学校的面包店项目。我试了几次，但都不是很成功。我的父母建议我向我的祖母学习，她后来也给了我她的食谱和指导。两年后，我能够做出美味的面包。我开始意识到做面包对我来说很重要，尽管这需要很长时间。为了做面包，其他人通常使用快速发酵酵母，但我不需要。每个星期六早上，在混合了适量的水和面粉、糖等后，我就会花点时间等待面团发酵。这是我放慢脚步闻玫瑰的方法。烘焙确实需要极大的耐心。在我的手中，面团正在慢慢地生长。它变得更软了。我能感觉到这种变化，它把我与与现代社会完全不同的生活方式联系在一起。对我来说，做面包是对我们的便利文化的一种挑战。这当然比从商店买面包需要更多的时间，但我很喜欢它。我坚持我祖母的食谱。现在，这个传统已经延续了很多年。有时，为了适应它，我必须改变我的时间表。但我从来没有考虑过放弃它。当我的孩子们放学回家时，面包已经烤好并冷却好了。他们走进房子，他们做的第一件事就是深呼吸一下温暖、甜美的空气。我的面包也帮助他们放慢脚步，理解慢慢来，过从容生活的价值。

1. 是谁教作家做面包的？

- A. 她的老师。 B. 她的祖母。
C. 她的父母。 D. 她的同学

2. 作者的面包制作和别人有什么不同？

- A. 她少用些水。 B. 她只用了更多的糖。
C. 她烤的时间不多了。 D. 她不添加快速发酵的酵母菌。

3. 根据作者的说法，哪个词最能描述现代时代的生活？

A. 放松。 B. 令人兴奋。 C. 快的 D. 幸福的

4. 第 4 段中下划线的“它”指的是什么？

A. 该产品的配方 B. 该计划。 C. 变化。 D. 传统。

5. 作者想教她的孩子们做什么？

A. 做事的方式很慢。 B. 从小就去烤面包。

C. 感谢父母的工作 D. 及时从学校走回家

阅读 4

当我还是一个女孩的时候，我永远都不记得我的妈妈或我的奶奶在浪费食物。我们一顿饭没吃的东西都是剩菜。我还记得我奶奶做了一大锅土豆。我们都会吃饱，但总是剩下一半的土豆。几天后，奶奶会把那些土豆从冰箱里拿出来，煮一些面条，加一些蔬菜，然后混合在一起。我还记得，当我看到早上我妈妈给我们煎培根时，她总是小心翼翼地把油倒进瓶子里。然后她以后会用它来为许多其他菜肴添加风味。在我意识到土豆尝起来不像培根之前，我还是个成年人！我很好地吸取了他们的教训，长大后，我自己从不浪费食物。我总是提前计划一周的饭菜，只买我购物清单上的东西，这样就不会浪费了。每顿饭都进入我们的胃，剩下的饭都被我自己、我的儿子、我的丈夫或我的狗吃。对我来说，把食物扔进垃圾桶是错误的，然而，当谈到生活时，没有剩菜。生活就像一场盛宴。你没有活着的每一刻都永远消失了。生命不能被保存或储存起来。每天都是一个新的开始。那么，充分发挥你生命中的每一刻。

4. 作者的奶奶用剩下的土豆来做

A. 拌入面条 B. 煮一些蔬菜 C. 炒培根 D. 将...扔掉

5. 为什么作者的妈妈做的土豆尝起来像培根？

A. 因为她把培根和土豆混合在一起。

B. 因为她把土豆放进了容器里。

C. 因为她擅长做饭

D. 因为她把培根油倒进了土豆里。

3.根据这段文章，作者是如何用她的方式保存食物的？

- E. 通过提前购物。
- F. 把它扔进垃圾箱。
- G. 根据她母亲的购物清单
- H. 通过计划下周的食物

4. 在最后一段中带下划线的单词“盛宴”可能是什么意思？

- A. 甜蜜的梦想。 B. 大餐。 C. 快乐的故事。 D. 美丽的画面

5. 我们可以从最后两段中得出什么结论呢？

- A. 为学不怕年高。 B. 人为生而食，不为食而生。
- C. 食物和生命都不应被浪费 D. 天下没有免费的午餐。

阅读 5

“史密斯小姐！玛丽·杰瑟普的手是多么粗暴啊！黛西·马文和老师从学校走回家的路上说。在我看来，黛西，玛丽的手是我们班上最漂亮的。”“为什么史密斯小姐，他们浑身又红又硬。如果她想弹钢琴，他们会是什么样子啊！”黛西说。史密斯小姐把黛西的手拉进她的手里，说：“你的手非常柔软和洁白，只是让手在钢琴上看起来很漂亮，但它们却没有玛丽的手那么漂亮。”你会告诉你有什么区别吗？”“是的，请，史密斯小姐。”黛西睁大眼睛望着史密斯小姐。”黛西，玛丽的手都很忙。他们洗碗；他们生火；他们挂衣服，也帮忙洗。他们总是想帮助她那贫穷、勤劳的母亲。”史密斯小姐接着说：“此外，他们给孩子们洗衣服和穿衣服；他们修理玩具，穿洋娃娃；然而，他们还是找时间给他们隔壁房子里生病的小女孩的头洗澡。”他们对每一件生物都在做好事。我看到他们在街上拍着疲惫的马和无家可归的狗。他们总是准备好帮助那些需要帮助的人。”“我再也不会认为玛丽的手很丑了，史密斯小姐。”黛西含着泪珠说。”我很高兴听到你这么说，黛西；我必须告诉你，它们很漂亮，因为它们很高兴地帮助别人。”“哦，史密斯小姐！我为自己感到羞愧，感到难过，”黛西说，用闪闪发光的眼睛望着老师的脸。亲爱的，美丽不在于一个人的外表，而在于他的行为。”

- 1.黛西一开始觉得玛丽的手怎么样?
A. 温暖的 B. “丑陋的” C. 肮脏的 D. 软软的
2. 史密斯小姐认为美是什么?
A.有耐心。 B.长得漂亮
C. 是有用的。 D. 努力工作
3. 我们能从这段文章中推断出什么?
A. 玛丽的母亲很懒。 B. 玛丽过着舒适的生活。
C. 史密斯小姐不喜欢黛西。 D. 黛西更懂得美貌。
4. 这段最好的标题是什么?
A. 繁忙日 B. 欢快的眼泪 C. 闪亮的眼睛 D. 美丽的手
5. 最后一句话是什么意思?
A. 只是看起来不错。 B. 外面不错，里面也不错。
C. 外面不好看，里面都不好看。
D. 美不在于一个人的外表，而在于他真正做了什么。

阅读 6

昨天，深圳国际马拉松赛举行，吸引了近 3 万名国内外选手。早晨，虽然天空有云，但并没有减少跑步者的兴奋。上午 8 点聚集在市民中心广场，准备上路。第一个跑过终点线的是来自非洲肯尼亚的埃德温·科赫，他以 2 小时 9 分 44 秒的成绩完成了男子全程马拉松（42.195 公里）。获得第一名的女子是来自埃塞俄比亚的穆鲁·赛夫。另外四名奖牌获得者也来自非洲国家。除了我们来自非洲的朋友横扫了所有的比赛奖牌，许多其他外国选手也在现场展示了他们的魅力，并高度评价深圳马拉松的服务。来自俄罗斯的赛跑选手伊夫根尼说，他真的很喜欢这场比赛，这是他第二次参加深圳马拉松比赛。“马拉松太棒了。我真的很喜欢这条路线，因为深南路沿线的景色很美。人们很好，乐于助人，这很好，”他说。另一名跑步运动员在被问及他对马拉松比赛的看法时，提到了组织者提供的指导。“我很清楚，作为一个外国人，我知道我该做什么，我该去哪里，”他说。为沿途的地方提供饮料是很好的服务。”大多数跑步者都表示，他

们很高兴能体验到跑步的乐趣。他们告诉记者，如果有机会，他们将在明年年底继续工作。

1. 我在第段中带下划线的单词“减少”可能是什么意思？
 - A.来解决这些难题。B.表明证明是这样的。
 - C. 让一些事情变得更少。D. 去发现一些强大的东西。
2. 女子全程马拉松比赛的冠军从何而来？
 - A. 埃塞俄比亚 B.肯尼亚 C.俄罗斯 D. 中国
3. 叶夫根尼对 2018 年深圳马拉松比赛有什么看法？
 - A.它展示了在现场的外国跑步者的魅力。
 - B.马拉松路线沿途的景色很美。
 - C. 为沿途的跑步者提供饮料是很棒的。
 - D. 组织者提供的指导意见已经足够清楚了。
4. 我们能从这段文章中推断出什么？
 - A.下一届深圳国际马拉松赛将于 2020 年举行。
 - B.所有的非洲选手都在 2018 年的深圳马拉松比赛中获得了奖牌。
 - C. 大多数选手花了两个小时才完成男子全长马拉松比赛。
 - D. 组织者为 2018 年的深圳马拉松比赛做了精心的准备。
5. 整个旅程有多少公里？
 - A.234.55
 - B.42.195
 - C.44.123
 - D.42.199

INSTRUMENT 1
ITEM OBJECTIVE CONGRUENCE(IOC)
FOR THE PRE / POST-TEST

Item Objective Congruence for The Pre / Post-Test

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Attributes	Rating by Expert 1	Rating by Expert 2	Rating by Expert 3	IOC Average	Congruence
Text1						
1	Question 1	+1	+1	+1	1	Congruent
2	Question 2	+1	+1	+1	1	Congruent
3	Question 3	0	+1	+1	0.67	Congruent
4	Question 4	+1	+1	+1	1	Congruent
5	Question 5	0	+1	+1	0.67	Congruent
Text2						
1	Question 1	+1	+1	+1	1	Congruent
2	Question 2	0	+1	+1	0.67	Congruent
3	Question 3	0	+1	+1	0.67	Congruent
4	Question 4	0	+1	+1	0.67	Congruent
5	Question 5	+1	+1	+1	1	Congruent
Text3						
1	Question 1	+1	+1	+1	1	Congruent
2	Question 2	+1	+1	+1	1	Congruent
3	Question 3	+1	+1	+1	1	Congruent
4	Question 4	+1	+1	+1	1	Congruent
5	Question 5	+1	+1	+1	1	Congruent

Sl. No	Attributes	Rating by Expert 1	Rating by Expert 2	Rating by Expert 3	IOC Average	Congruence
Text4						
1	Question 1	+1	+1	+1	+1	Congruent
2	Question 2	+1	+1	+1	+1	Congruent
3	Question 3	+1	+1	+1	+1	Congruent
4	Question 4	+1	+1	+1	+1	Congruent
5	Question5	+1	+1	+1	+1	Congruent
Text5						
1	Question 1	0	+1	+1	0.67	Congruent
2	Question 2	+1	+1	+1	1	Congruent
3	Question 3	+1	+1	+1	1	Congruent
4	Question 4	0	+1	+1	0.67	Congruent
5	Question 5	+1	+1	+1	1	Congruent
Text6						
1	Question 1	0	+1	+1	0.67	Congruent
2	Question 2	+1	+1	+1	1	Congruent
3	Question3	+1	+1	+1	1	Congruent
4	Question4	0	+1	+1	0.67	Congruent
5	Question5	+1	+1	+1	1	Congruent



APPENDIX B

INSTRUMENT 2

มหาวิทยาลัยรังสิต Rangsit University

INSTRUMENT 2
ITEM OBJECTIVE CONGRUENCE(IOC)
FOR THE STUDENTS ' SATISFACTION

No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
PART 1: Personal information						
1	I am <input type="checkbox"/> Male <input type="checkbox"/> Female	+1	+1	+1	1	Congruent
2	Learning years in Chinese <input type="checkbox"/> 5-10 <input type="checkbox"/> 10-15	0	+1	+1	0.67	Congruent
3	Age <input type="checkbox"/> 14-15 <input type="checkbox"/> 15-16	0	+1	+1	0.67	Congruent
4	Grade in Chinese <input type="checkbox"/> Three-level <input type="checkbox"/> Four-level <input type="checkbox"/> Five-level <input type="checkbox"/> Six-level <input type="checkbox"/> Seven-level <input type="checkbox"/> Eight-level	+1	+1	+1	1	Congruent
PART 2: Multi-text reading class						
5	I like learning together in groups.	+1	+1	+1	1	Congruent
6	I like the reading materials on various subjects.	+1	+1	+1	1	Congruent
7	I like using multi-text reading in a reading course.	+1	+1	+1	1	Congruent
8	I feel like the reading class time has passed very quickly.	0	+1	+1	0.67	Congruent
9	I wish to read the text with my friends.	+1	+1	+1	1	Congruent

No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
10	I learn a lot from the class.	+1	+1	+1	1	Congruent
11	In the reading class, I am willing to participate in the teaching activities.	+1	+1	+1	1	Congruent
12	I can learn a lot from my friends.	+1	+1	+1	1	Congruent
13	I enjoy more of the activities in the class.	+1	+1	+1	1	Congruent
14	I feel relaxed when I am in class.	+1	+1	+1	1	Congruent
PART 3: An Open-ended Question						
15	Can you tell me what you think about the multi-text reading class?	+1	+1	+1	1	Congruent





APPENDIX C

INSTRUMENT 3

มหาวิทยาลัยรังสิต Rangsit University

INSTRUMENT 3
ITEM OBJECTIVE CONGRUENCE(IOC)
FOR THE STUDENTS' INTERVIEW

Sl. No	Topics	Expert 1	Expert 2	Expert 3	IOC Average	Congruence
1	Interview Question 1	+1	+1	+1	1	Congruent
2	Interview Question 2	+1	+1	+1	1	Congruent
3	Interview Question 3	+1	+1	+1	1	Congruent
4	Interview Question 4	+1	+1	+1	1	Congruent





APPENDIX C

INSTRUMENT 4

มหาวิทยาลัยรังสิต Rangsit University

INSTRUMENT 4
ITEM OBJECTIVE CONGRUENCE
FOR THE LESSON PLAN

The whole experiment will be divided into three stages: before, after, and after the experiment. There are 20 students in my subject, divided into 5 groups and 4 students in each group. Each class takes 60 minutes.

Week Time:10-11am	Topic	Content	Objective	Tasks	Activities
Week 1 The first class	Pre -experimental period	Pre-test	Student scores were obtained by testing 3 text and 30 reading questions for a total of 30 points.	Fully understand the students' multi-text reading ability, do know, to provide a reliable basis for teaching implementation.	Topic of a reading test on snow
Week 1 The second class	Experimental period	Food	Improve the students' interest in multi- text reading.	1.Students read the new words about food in the article. 2. Students read all the articles. 3.Students answer questions about food.	1. Students help each other in groups. 2.Through the group members to summarize together, the group representative to study report. 3.Complete 5 exercises prepared on food by the teacher.
Week 2 The first class		Weather	Use dictionaries to address dyslexia.	1.Students read the new words about the weather in	1. Students help each other in groups. 2. Summarize together through the

Week Time:10-11am	Topic	Content	Objective	Tasks	Activities
				the article. 2. Students read all the articles. 3.Students answer questions about the weather.	group members, and report the study by the group representative. 3. Complete the 5 exercises prepared by the teacher for the weather.
Week 2 The second class		Sports	Make notes as you read.	1.Students read about the weather in the article The new word of movement. 2. Students read all the articles. 3.Students answer questions about sports.	1. Students help each other in groups. 2. Summarize together through the group members, and report the study by the group representative. 3. Complete 5 exercises prepared by the teacher for exercise.
Week 3 The first class		Kitchen	Read for an hour every day.	1.Students read the new words about the kitchen in the article. 2. Students read all the articles. 3.Students answer questions about the kitchen.	1. Students help each other in groups. 2. Summarize together through the group members, and report the study by the group representative. 3. Complete the 5 exercises prepared by the teacher for the kitchen.
Week 3 The second class		Time	The reading is done using reading	1.Students read the new words about time in the	1. Students help each other in groups. 2. Summarize together through the

Week Time:10-11am	Topic	Content	Objective	Tasks	Activities
			tests.	<p>article.</p> <p>2. Students read all the articles.</p> <p>3. Students answer questions about time.</p>	<p>group members, and report the study by the group representative.</p> <p>3. Complete the 5 exercises prepared by the teacher for the time.</p>
Week4 The first class		Learning class	Make a reasonable reading plan.	<p>1. Students read the new words about the learning class in the article.</p> <p>2. Students read all the articles.</p> <p>3. Students can answer questions about learning class.</p>	<p>1. Students help each other in groups.</p> <p>2. Summarize together through the group members, and report the study by the group representative.</p> <p>3. Complete the 5 exercises prepared by the teacher for the learning class.</p>
Week4 The second class	Post -experimental period	Post-test	Student scores were obtained by testing 3 text and 30 reading questions for a total of 30 points.	Through the post-test, the students' mastery and understanding of the group text reading are evaluated, and the reading teaching can improve the students' reading ability.	Topic about spring.

INSTRUMENT 4
ITEM OBJECTIVE CONGRUENCE(IOC)
FOR THE LESSON PLAN

Item Objective Congruence for Lesson Plans

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Attributes	Rating by Expert 1	Rating by Expert 2	Rating by Expert 3	IOC Average	Congruence
1	Lesson Plan	0	+1	+1	0.67	Congruent





Memorandum

10 January 2024

Subject: Invitation to be our IOC (Item Objective Congruence) expert

Dear Dr. Kanchana Sirisitthimahachon,

Miss Feng Zhang student number 6407635, a student in the Master of Education (Bilingual Education) who has already completed her coursework and thesis proposal defense on 16 May 2024. Her research is entitled "Using Multi-Text Reading to Teach Chinese Reading at A Chinese Senior High School". Currently, she is in the stage of collecting and analyzing data Asst. Prof. Dr. Anchalee Chayanuvat is her advisor.

Miss Feng Zhang has finished designing her research instruments. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,

A handwritten signature in blue ink that reads "Anchalee Chayanuvat".

Assistant Professor Anchalee Chayanuvat, Ed.D.

Program Director of Bilingual Education

Suryadhep Teachers College

Rangsit University

วิทยาลัยรังสิต Rangsit University

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Assistant Professor Anchalee Chayanuvat, Ed.D.
Program Director of Bilingual Education
Suryadhep Teachers College
Rangsit University



10 January 2024

Subject: Invitation to be our IOC (Item Objective Congruence) expert

Dear Assistant Professor Dr. Pairin Srisinthorn,

Miss Feng Zhang student number 6407635, a student in the Master of Education (Bilingual Education) who has already completed her coursework and thesis proposal defense on 16 May 2024. Her research is entitled "Using Multi-Text Reading to Teach Chinese Reading at A Chinese Senior High School". Currently, she is in the stage of collecting and analyzing data. Asst. Prof. Dr. Anchalee Chayanuvat is her advisor.

Miss Feng Zhang has finished designing her research instruments. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

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Sincerely yours,






Assistant Professor Anchalee Chayanuvat, Ed.D.

Program Director of Bilingual Education

Suryadhep Teachers College

Rangsit University



 Certificate of Approval By Ethics Review Board of Rangsit University	
COA. No.	COA. No. RSUERB2024-033
Protocol Title	Using Multi-Text Reading to Teach Chinese Reading at a Senior High School
Principle Investigator	Feng Zhang
Co-Investigator	Asst. Prof. Dr. Supinda Lertlit
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	22 February 2024
Date of Expiration:	22 February 2026
<p>The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practices.</p>	
Signature	 (Associate Professor Dr. Panan Kanchanapure) Chairman, Ethics Review Board for Human Research
	
<small>Ethics Review Board of Rangsit University, 5th floor, Anitit Outarat Building (Bldg.1) Rangsit University Tel. 0-2791-5728 Email: rsuetics@rsu.ac.th</small>	

BIOGRAPHY

Name	Feng Zhang
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