國立政治大學英國語文學系英語教學碩士在職專班碩士論文

指導教授：許麗媛 博士

Advisor: Dr. Li-yuan Hsu

概念導向閱讀教學應用在國小英語補救教學之研究

Implementing Concept-Oriented Reading Instruction in a

Primary EFL Remedial Program

研究生：黃薰瑤 撰

Name: Syun-yao Huang

中華民國一百零八年十二月

December 2019

Implementing Concept-Oriented Reading Instruction in a Primary
EFL Remedial Program

A Master Thesis
Presented to
Department of English

National Chengchi University

In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts

By
Syun-yao Huang
December, 2019

Acknowledgments

Firstly, I am grateful to my thesis advisor Dr. Li-yuan Hsu. Whenever I ran into problems or had questions about my study or writing, she always kindly discussed with me, found solutions to the problems, and encouraged me not to give up. With her supportive guidance, I had overcome numerous obstacles in doing research. I am also thankful for having Dr. Yi-ping Huang and Dr. Mei-lan Lo in my oral defense. All the encouragements and suggestions given from them made this research possible.

Secondly, I would also like to thank my colleagues in the elementary school. Without their support, I could not complete the research smoothly. In addition, I would like to thank all my students for their cooperation and feedbacks during the research, so that both the pre- and post-tests, questionnaire, and interviews could be successfully conducted.

Lastly, I would like to express my special thanks of gratitude to my family, for their support, encouragement and love on the path of doing research. I also express my appreciation for my friends who helped me a lot in finalizing this study within the limited time frame.

國立政治大學英國語文學系碩士在職專班

碩士論文摘要

論文名稱：概念導向閱讀教學應用在國小英語補救教學之研究

指導教授：許麗媛博士

研究生：黃薰瑤

論文提要內容：

　　本研究旨在分析及探討概念導向閱讀教學應用在國小英語補救教學情況，採取問卷分析法進行國小英語補救教學之閱讀內在動機之分析，所使用的評量依據為小學全民英檢閱讀測驗之前後測分析，並使用問卷分析及訪問調查受試者對於此閱讀教學法的看法與感受。

　　本研究的結果顯示：在閱讀內在動機部份，包含閱讀功效、閱讀參與度、閱讀意願，尤閱讀參與度受概念導向閱讀教學法的正向影響而增長最具；在閱讀能力部份，以小學全民英檢之前、後測做比較後無明顯差異；而受試者對於概念導向閱讀教學法的看法與感受普遍呈現正向回饋。最後，依據本研究結果提出相關建議，供日後英語閱讀補救教學與研究之參考。

關鍵字：概念導向閱讀教學、第二語言內在閱讀動機、第二語言閱讀能力、補救教學

Abstract

The study aims to explore how Concept-Oriented Reading Instruction (CORI) affects students' intrinsic reading motivation and reading ability in a primary EFL remedial program. Students' perceptions of the use of CORI in their English remedial class were also investigated. Seven students from the same remedial program were recruited to participate in the present study. Data were collected from the following sources: the post-experiment questionnaire, the GEPT-Kids Reading pre-test and post-test, and interviews.

The results of the study show that among the three dimensions of intrinsic reading motivation, the use of CORI as a teaching method was more effective in enhancing students' reading involvement. No significant differences, however, were found between students' scores on the GEPT-reading pretest and post-test. As for students' perceptions of the remedial course, the findings from the questionnaire and interviews indicate that most students were positive about the use of CORI in the class. Finally, suggestions on teaching English reading to struggling young students are also discussed.

TABLE OF CONTENTS

Lists of Tables

Lists of Figures

CHAPTER 1
INTRODUCTION

Children in Taipei have already started learning English as a foreign language in twenty years. Instead of gaining abilities in four skills of English, some learners cannot keep up with their classmates in their English classrooms. According to the Ministry of Education in Taiwan (2014), more students are left behind due to different family background, lack of English learning resources after school, and low learning cognition. As a consequence, these students become low achievers in class. Moreover, low achievers tend to have less motivation in learning to read. Since reading is an important skill for students to gain knowledge in the school setting, it is essential for teachers to find effective ways to help low achievement learners gain their motivation in reading as well as build up their reading competence.

Given the increasing number of students with low academic achievement, remedial education has been launched at public schools nationwide by the Ministry of Education since 2006. English remedial programs have also been established to help students improve their English ability. Teachers in training programs and schools have designed learning resources and teaching materials for students in these programs. However, one of the major problems of these remedial classes is students' lack of motivation (Chen, 2004). To help solve the problem, the present study aims to explore the effectiveness of a teaching approach, Concept-Oriented Reading Instruction

1

(CORI), to enhance students' reading motivation and reading ability.

A number of researchers have claimed the effectiveness of using the Concept-Oriented Reading Instruction to increase learners' reading motivation and comprehension (Anderson, 1998; Barbosa, 2008; Guthrie, 2008; Guthrie, Wigfield, & VonSecker, 2000; Guthrie, 1996). Studies have shown positive outcomes of students' reaction and perception through learning science in CORI in L1 learning environment (Wigfield, Guthrie, Tonks, & Perencevich, 2004). However, few studies have been investigated the effectiveness of CORI in L2 or EFL settings. To fill this gap, the present study intends to investigate the use of Concept-Oriented Reading Instruction in an EFL context and how it can affect students' reading motivation and ability in a primary remedial program in Taipei. To gain a better understanding about the use of CORI as a teaching approach to increasing motivation, the concepts of both CORI and motivation are briefly explained in the sections below.

Concept-Orientation Reading Instruction

Concept-Orientation Reading Instruction (CORI) has been conducted in studies to investigate students' reading motivation and learning comprehension enhancement in a science program (Wigfield et al., 2004). The science program was developed to improve students reading engagement in learning environment (Wigfield et al., 2004). Although positive outcomes have been found from these studies, they were primarily conducted in L1 elementary schools. According to Guthrie et al. (1999), there are several principles to follow in teaching under CORI, including collaboration,

2

conceptual knowledge development, hands-on activities, and social interaction in groups. The present study only focuses on the principles that are more suitable for young learners in the current educational context.

Motivation

Motivation is the reason a person has for behaving or acting in a certain way. Motivation in second language learning was defined by Gardner (1985) as "referring to the extent to which the individual works or strives to learn the language because of a desire to do so and satisfaction experienced in this activity (p.10)." Motivation is a strongly drive that influence individual to engage in a specific activity (Alhamdu, 2016).

According to Gambrell and Marinak (2008) and Guthrie, Wigfield, and VonStecker (2000), the important role that play in reading is motivation. Reading motivation is classified into extrinsic motivation and intrinsic motivation. According to Guthrie et al. (2000), extrinsic motivation is relatively low effect when conducting CORI. Thus, only intrinsic motivation is focused in this present study. Intrinsic motivation for reading refers to reading for readers' own sake, and reading for enjoyment (Guthrie, McRae, & Klauda, 2007). Learners with higher intrinsic motivation enjoy involving in activities more. Intrinsic motivation can be further defined as the activities in which pleasure is inherent in the activity itself.

3

Purpose of the Study

The primary goal of this study is to examine whether remedial learners can enhance their intrinsic reading motivation and reading ability after receiving CORI instruction. Based on CORI, teaching and learning principles will be adjusted to administer in this particular class in the remedial program. Another goal of this study is to investigate students' perceptions of the CORI approach. To achieve these goals, three research questions were proposed in this study.

Research Questions

1. To what extent does CORI enhance students' intrinsic reading motivation in a primary EFL remedial program?
2. To what extent does CORI increase students' reading ability in a primary EFL remedial program?
3. How do these students perceive the use of CORI in their English remedial class?

Significance of the Study

This study aims to see how CORI can be implemented in an L2 remedial program in an elementary school. The findings of the study can thus provide reading instructional principles for teachers who are interested in using CORI to increase students' reading motivation and reading ability in either regular English classes or

4

remedial ones. In addition, students' perceptions of the CORI approach collected in the study can also help gain a better understanding of how to teach L2 reading to low ability students.

CHAPTER 2
LITERATURE REVIEW

This section aims to present the literature related to the present study in four parts: (1) young children's L2 reading, (2) concept-oriented reading instruction, (3) intrinsic reading motivation, and (4) remedial teaching in elementary schools.

Reading and L2 Learners

A simplified identification of reading can be viewed as a complex ability to extract, or build, meaning from a text (Grabe, 2014). Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Stoller, 2002). However, comprehending what the texts are describing about is an essential process in reading. That is, reading is to identify the key component abilities and skills that allow reading comprehension to emerge (Grabe, 2014). Reading comprehension involves the following abilities, including recognizing words rapidly and efficiently, developing and using a very large recognition vocabulary, processing sentences in order to build comprehension, engaging a range of strategic processes and underlying cognitive skills (e.g., setting goals, changing goals flexibly, monitoring comprehension), interpreting meaning in relation to background knowledge, interpreting and evaluating texts in line with reader goals and purposes, and processing texts fluently over an extended period of time (Grabe, 2014). Besides,

reading is a complex process involving mental operations above in which reading-related cognitive skills play an important role in these operations (Keung & Ho, 2009).

Reading is regarded as a major source of comprehensible input and as the skill that many learners need to employ (Eskey, 2002). Reading relates to the notion of schema theory for second language reading. It has been highlighted by Carrell (1984b, 1987) and Carrell and Eisterhold (1983). Schema theory deals with the reading process, where readers are expected to combine their previous experiences with the text they are reading. Schema theory has found that activating content information plays a major role in students' comprehension and recall of information from a text (Grabe, 1991). In L2 reading contexts, readers resort to coping strategies by translating or by guessing to form a coherent account of the text, whether that account matches the text or not (Stoller, 2002). The importance of automatic lower-level processing in second language contexts has been proposed by Eskey (1988), McLaughlin (1990), and Segalowitz (1991). Struggling readers, in particular, are stuck in the processing of word-bound level. Related to the automaticity issue is the recognition that syntactic and vocabulary knowledge are critical components of reading comprehension (Berman, 1986; Carrell, 1989a; Eskey, 1986; Koda, 1989; Swaffar, 1988).

Reading comprehension strongly relates with reading efficacy. That is, learners' self-efficacy is the crucial aspect in comprehending reading materials. Self-efficacy is hypothesized to influence task choice, effort, persistence, and achievement (Bandura,

8

1986, 1997; Schunk, 1995). Learners with high reading efficacy tend to put more

effort into readings, comparing with low reading efficacy learners. Raising learners'

self-efficacy is likely to try to attempt a similar task, reading a book of comparable

difficulty in the future (Henk and Melnick, 1995). Wigfield and Guthrie (1997) and

Zimmerman (2000) have examined the influence of students' belief in their own

reading abilities and found that students with low reading self-efficacy tried to avoid

challenging reading activities and tended to withdraw from tasks they perceived as

too difficult. Learners with high reading efficacy attempt to read with motivation.

Concept-Oriented Reading Instruction

Definition

According to Vongkrachang and Chinwonno (2015), Concept-Oriented Reading

Instruction (CORI) is an instructional approach that allows students an opportunity to

engage in reading informational texts when using hands-on activities and fostering

collaboration. Moreover, explicit reading instructions are essential to reading

engagement (Vongkrachang & Chinwonno, 2015). Several studies have proved that

Concept-Oriented Reading Instruction can be conducted in lessons to improve

children's reading comprehension and motivation (Anderson, 1998; Guthrie,

Anderson, Alao, & Rinehart, 1999; Guthrie et al., 2007; Guthrie et al., 2004; Guthrie

et al., 2000; Guthrie, 1996). Concept-oriented reading instruction (CORI) has

developed since 1995, conducting by a scholar called Guthrie in University of

9

Maryland. CORI is an instructional program that contains reading strategy instruction, conceptual knowledge in domain specific study, and support for student motivation (Guthrie, 1996).

Principles

CORI consists of seven principles related to reading instruction, as showed in the following: (1) conceptual themes, (2) real world interactions, (3) self-direction, (4) collaboration, (5) strategy, (6) self-expression, and (7) coherence (Guthrie et al., 1999).

1.1 Conceptual Themes

Conceptual themes refer to a set of principles that defines a knowledge domain (Alexander, 1992) and can be understood through multiple texts and genres (Hartman, 1995). Building up conceptual themes for learners to have basic knowledge in their reading is essential in CORI. Teachers conduct activities to activate background knowledge of each learner. Hands-on activities are given in CORI classes for learners to learn in situational settings. This concept building experiences through hands-on activities can be transferred to new situation to solve different problems (Guthrie et al., 1999).

1.2 Real World Interactions

The purposes of real world interactions are (1) to provide sensory opportunities to experience phenomena linked to conceptual theme, (2) to provide opportunities for learner questioning (Guthrie et al., 1999). Real world interactions include direct and sensory observations that boost up engagement. Learners later build up situational

interests which allow them to reach long-run, generative, personal interests under

supportive conditions in the classroom (Guthrie et al., 1999). Intrinsic motivation in

learning to read is initiated in these settings. In order to initiate learners' intrinsic

motivation, reading materials are the ones connected to real world.

1.3 Self-direction

Learners in CORI classrooms are self-direction. Teachers construct an

environment that is supportive for learner autonomy. On the one hand, learners are

capable of finding reading materials in their interests as well as what they find useful.

On the other hand, choices are given to conceptualize their significant issues, set

meaningful learning, and express knowledge with visible consequences (Guthrie et

al., 1999; Guthrie et al., 2007; Guthrie et al., 2004; Guthrie, 1996; Vongkrachang &

Chinwonno, 2015).

1.4 Collaboration

In the CORI classrooms, learners are supported to work together with their

classmates as a team. In the circumstances, learners understand conceptual theme,

gain cognitive strategies, and communicate effectively through learning (Guthrie et

al., 1999). Formats that are useful in collaboration are literature circles and idea

circles. Learners can gather in literature circles to discuss issues in their reading as the

literacy works. Idea circles allow learners to come up with different dimensions of

information in hands to think aloud and communicate. Collaboration provides

opportunities for learners to practice individual sharing as well as positive group

interactions.

Collaborative learning is a core principle of CORI. For young learners in

11

elementary schools, collaboration within pairs, groups, even in class is an essential way to understand more conceptual knowledge, build up cognition techniques, and learn to engage and communicate (Guthrie et al., 1999). It is crucial for EFL learners to learn in collaboration with classmates guided by teachers. In order to lead learners' participation in effective learning in reading, collaboration is taught under social structure practices. Accordingly, students supported by teachers in collaboration can lead to the constructions of knowing and using cognitive strategies, conceptual themes, communicating effectively in pairs or teams (Guthrie et al., 1999). These constructions are crucial for gaining reading ability. By knowing as well as using cognitive strategies, learners can find the main topic in each reading. By building up conceptual themes; on the other hand, learners can widen their schema in reading. Lastly, meaning negotiations can help individuals engage in learning. Collaboration is a core principle to be implemented for low achievers in remedial programs in L2 settings (Guthrie et al., 1999; Guthrie et al., 2004; Logan, Medford, & Hughes, 2011).

1.5 Strategy Instruction

Teachers provide the support students needed to acquire strategies for learning and expressing conceptual knowledge through a variety of genres (Guthrie et al., 1999). Strategies are taught in CORI classrooms. Under different circumstances, reading strategies such as using prior knowledge (Anderson & Pearson, 1984), searching for information (Guthrie et al., 1993), comprehending informational text (Dole et al., 1991), interpreting literary text (Graesser et al., 1991), and self-monitoring (Baker & Brown, 1984) are modeled in class (Guthrie et al., 1999).

1.6 Self-expression

12

Self-expression is practiced through different activities. Forms of expression contain written reports, performances, posters, videos, peer teaching, poetry, and stories (Guthrie et al., 1999). In self-expression practicing, teachers must provide ample time for students to think, plan, write, and revise (Oldfather & McLaughlin, 1993). Tasks provided by the instructors are considered to be more open than closed when it comes to self-expression practicing. Such "open" tasks are more motivating than "closed" activities, which are highly defined and constrained (Turner, 1995). When students are empowered to be self-expressive, they tend to view knowledge as contextual, experience themselves as creators of knowledge, and value both subjective and objective strategies for knowing (Belenky, Clinchy, Goldberger, & Tarule, 1986).

1.7 Coherence

Teachers create coherence by linking the activities, materials, and contexts, which enabled students to make connections. Teachers enable students to perceive the connections among (a) real-world experience and reading, (b) strategies for reading and knowledge about a particular topic, and (c) scientific and literary texts by emphasizing integration of reading and content. As Lipson, Valencia, Wixson, and Peters (1993) reported, and as Pate, McGinnis, and Homstead (1995) suggest, the rationale for integrated instruction is usually to enhance the learning of content and metacognitive strategies. They also note that coherence provides a more interesting, structural way to teach and reach the main goals of the curriculum. Although relatively few empirical studies have been conducted to examine whether varying degrees of coherence in fact benefit students, a number of educational researchers

(Brophy & Alleman, 1991) and curriculum specialists (Beane, 1995) advocate coherence.

On top of the seven principles in CORI, courses in the CORI programs provide learners weeks of learning experiences in a phase. A complete phase is designed for six weeks. For the first and second weeks, learners practice to observe and personalize by teacher's guidance in activating background knowledge, questioning, linking world to books, and relating. For the third and fourth weeks, learners practice to search and retrieve ideas in the reading materials. Techniques such as searching for information, collecting data, and connecting interests are instructed by the teacher. For week five and week six, the teachers guide the learners to express themselves and combine the concepts in books for reading comprehension and communication strategies.

Teaching Effects in CORI

Positive effects such as reading engagement, reading motivation, and reading proficiency are shown to positively enhance in students' learning (Guthrie et al., 1999; Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006; Guthrie et al., 2007; Guthrie et al., 2004; Guthrie, 1996). Reading engagement here is viewed as the interplay of strategies, conceptual knowledge, motivation, and social interaction in reading activities (Guthrie et al., 1999). Hence, engagement in the classroom is an essential element of active learning during different activities. CORI is designed to foster students' reading engagement and comprehension under the instruction of teaching

14

strategies to read, and concepts to know (Guthrie et al., 2007). It explicitly supports

the development of students' intrinsic motivation of reading (Anderson, 1998; Guthrie

et al., 2000). Studies have shown that CORI plays a crucial role on building students'

reading ability and intrinsic motivation in both elementary school and adolescent

stage in America. In this instruction, learners build up higher competence in reading.

On top of that, intrinsic reading motivation is enhanced during the activities. This

study analyzed the effect in elementary school students in Taiwan.

Intrinsic Reading Motivation

Studies have proved that learning motivation is the key to effective and

successful learning (Gardner, 2001). In this study, CORI was conducted as the reading

instruction to motivate students' learning. According to Guthrie and Wigfield (1997),

the motivational factors are divided into two aspects: intrinsic and extrinsic

motivation (Guthrie, Wigfield, & McGough, 1996). The motivation in this study will

be focused on intrinsic reading motivation. The reason why the extrinsic motivation

of reading is excluded here is that researchers have claimed that CORI has the main

impact on intrinsic motivation of reading. Extrinsic constructs are relatively low effect

when conducting CORI (Guthrie et al., 2000).

Definition

Intrinsic motivation for reading refers to reading for readers' own sake, and

reading for enjoyment (Guthrie et al., 2007). That is, choosing to do and enjoying

15

doing the activity, which focuses on reading in this study. The indicators of intrinsic

motivation for reading are treating reading as a favorite activity and enjoying reading

(Wigfield & Guthrie, 1997). With high intrinsic motivation, learners involve in the

activity without noticing the time and they are not aware of themselves (Wigfield &

Guthrie, 1997). Intrinsic motivation can be further defined as the activities in which

pleasure is inherent in the activity itself. Children who are more intrinsically

motivated are more likely to put more efforts to activities both inside and outside the

class as an individual (Logan et al., 2011). They tend to be more energized in their

state of concentration. Based on the core concept of CORI, fostering reading

motivation as well as enhancing motivation inside the reader in language learning

environment are crucial to successful learning (Wigfield et al., 2004). In this study,

attentions remain to pay on estimating the intrinsic reading motivation aspect.

Characteristics

According to Guthrie et al. (1996), there are four constructs of intrinsic

motivation: self-efficacy, reading involvement, preference of challenge, and curiosity.

They encourage teachers to use the aspects as a tool to examine their beliefs about

CORI and the ways to teach reading. Therefore, the constructs can be viewed as the

characteristics of recognizing the enhancement of intrinsic motivation.

Self-efficacy

Students' belief in their capacity to read successfully is referred to as self-

efficacy (Schunk & Zimmerman, 1996). A review of the associations of self-efficacy

in reading and reading comprehension are obtained across a range of ages and reading

16

tasks in the elementary school years. Self-efficacy for reading is associated with

realistic goal setting regarding the texts and tasks in reading instruction. Efficacy,

however, is also dependent on frequent feedback regarding success and internalization

of standards for performance (Schunk & Zimmerman, 1996).

Involvement

Involvement refers to the quality of the interpersonal relationship with the

teachers and peers; its opposite is rejection or neglect (Skinner & Belmont, 1993).

Teachers are involved with their students to the exposure of taking time reading

together, doing activities to express affection, or enjoying interactions with each other.

Teachers provide provision of guidance, which maps onto structure construct, and

choice for learners' autonomy support.

Preference of Challenge

Learners who are intrinsic-motivated to read tend to be more challenge-

preference. Research claimed that learners undertaken the instruction of CORI, are

more likely to put themselves on difficult tasks or activities in class (Guthrie et al.,

1996).

Curiosity

The Curiosity subscale concerns children's intrinsic interest in schoolwork

versus doing academic work as an obligation or for external reasons. Learners with

high curiosity are estimated to have more willingness to read. Moreover, learners with

high curiosity involve actively in learning (Guthrie et al., 1996).

In sum, motivation researchers have shown that when individuals have positive

ability beliefs about an activity and think they can do the activity efficaciously, value

17

the activity for intrinsic reasons, and have learning and social goals, they should do

better at the activity and choose to do it more frequently (Wigfield & Guthrie, 1997).

Studies in Remedial Teaching in Elementary Schools in Taiwan

The Ministry of Education (MOE) has put remedial teaching as after-school

classes in elementary schools since 2006. The low achievement learners are

considered to be the remedial students in these programs. Government and teachers

devote to find better ways to improve the remedial students' learning. Teachers have

already used different teaching instructions as well as techniques to enhance students'

learning in remedial programs (Wu, 2005; Chen, 2004; Hsu, 2003b; Lin, 2004).

Instructions such as the Direct Instruction, the Mastery Teaching, the Individualized

Instruction, and the Cooperative Learning have already been used on both L1 and L2

settings (Zhang, 2001). Recently, researchers who support Differentiated Instruction

have argued that learning in individuals' specific level is the key to learn better

(Lawrence-Brown, 2004). However, studies utilizing on CORI instruction in remedial

programs are little to be found. CORI instruction has not been used widely in L2

remedial settings. In this present study, the researcher aimed to investigate how CORI

affected students' learning in a primary EFL remedial program.

Research into reading as a second language of young learners has put great

emphasis on reading as one of the main language skills to teach young learners.

Teachers also concern about the low achievers in remedial programs' learning in

18

reading. However, not only the remedial learners' reading abilities but their reading

motivation are in a low level. In primary school years, remedial learners' motivation

to read declines gradually due to the lack of learning achievements. This circumstance

reveals major problems about how to improve students' reading skills. This study

devotes to provide a way by conducting CORI instruction in a primary EFL remedial

program to enhance students' reading ability and reading motivation.

CHAPTER 3
RESEARCH METHOD

This quasi-experimental study intended to investigate the effects of Concept-Oriented Reading Instruction on a primary EFL remedial learners' English reading ability and intrinsic motivation of reading. In addition to focusing on the effects of CORI, students' perceptions to the instruction were also investigated. To answer the three research questions, this study employed a mixed-method research design.

Participants

The participants were 7 six graders from an elementary school in northern Taipei city, including 4 boys and 3 girls. They had received formal English instructions in school for five years. The average English hours students received at school were 80 minutes per week for the first and second grades and 120 minutes for those in the grades above. These 7 participants' general academic ability levels were relatively lower than normal classes' students based on school's examination in midterm and final sections of each semester. Because their grades were at the bottom 25%, these students were selected to participate in the English remedial program. The remedial program, initiated on the recommendation with the support of the Ministry of Education (MOE), aims to provide lectures to help struggling learners to learn better.

Also, the program was established to help low achievement learners with their basic academic learning.

The CORI Instruction

The researcher, also the instructor, used the principles based on CORI to conduct the remedial lessons for three months. The class met 80 minutes every week. According to Guthrie et al. (2006), the instructional practices are as follows: providing content goals for reading, supporting learner autonomy, selecting interesting texts, facilitating social interactions related to reading, maintaining close relationship between students and teachers, and using hands-on activities to inspire interests.

Based on the core principles of CORI, a set of instructional practices was developed in this study. The teaching process for each book was divided into three sections: before the reading, during the reading, and after the reading. Before the reading, storybooks were selected based on student's reading ability level, interests and willingness to explore. In the remedial class, teacher provided the background information about the content. The brainstorming technique was used for students to firstly think about the things they knew about the topic of the books. During the reading, the class had a thorough discussion about the topic. While teacher read aloud to the class, the students repeated after the teacher and practiced reading. Collaborative learning as facilitating social interactions related to reading was used as the main technique in the classroom. The teacher guided students to read in groups

22

and raised questions for students to discuss with their classmates. By facilitating students' interactions through reading and discussion, the students were able to build up the key concepts in each text as well as negotiate meaningful conceptual themes with their peers (Lutz, Guthrie, & Davis, 2006). After the students were familiarized with the core concepts of the reading content, they practiced reading in pairs. After the reading, the teacher firstly checked their understanding of new vocabulary with the class. After that, the students were given a chance to reflect on their own experience related to the reading material. At this stage, a variety of tasks and activities were used to engage students individually or in groups with the reading material. One example is the use of the reading poster activity to help students associate the reading with the real world. For the reading of each book, the same set of instructional procedures was utilized. The teaching procedures are also depicted in the following three flow charts, see Figures 3.1.1 to 3.1.3.

The teacher selected books.

The teacher provided bakcground information about the content.

The teacher brainstormed the topic with students.
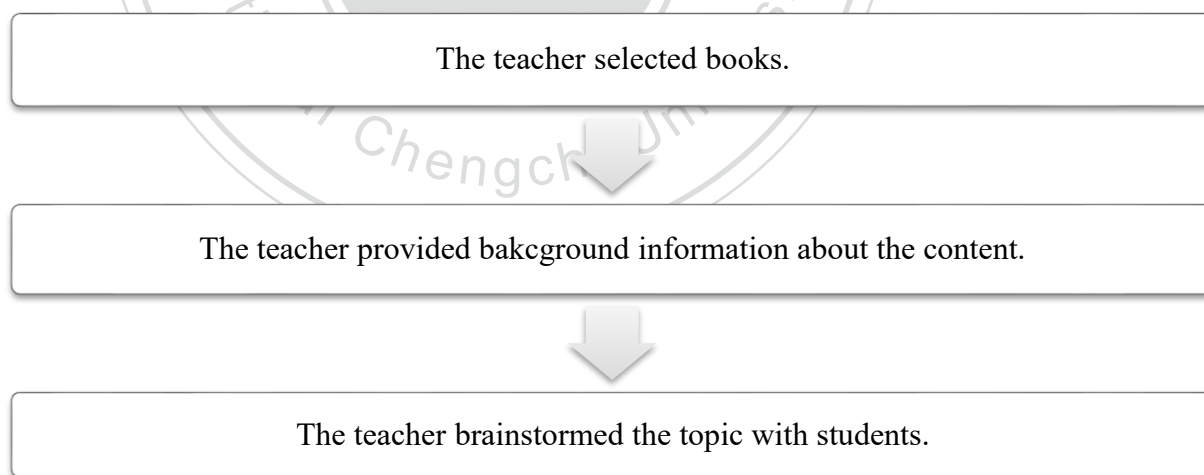
Figure 3.1.1 A Flow Chart of Classroom Reading Activities: Before Reading

23

The teacher and students discussed about the topic.

The teacher read aloud to students.

The students practiced repeated reading with the class.

The teacher asked questions about the content page by page with students.

The students practiced reading in pairs.
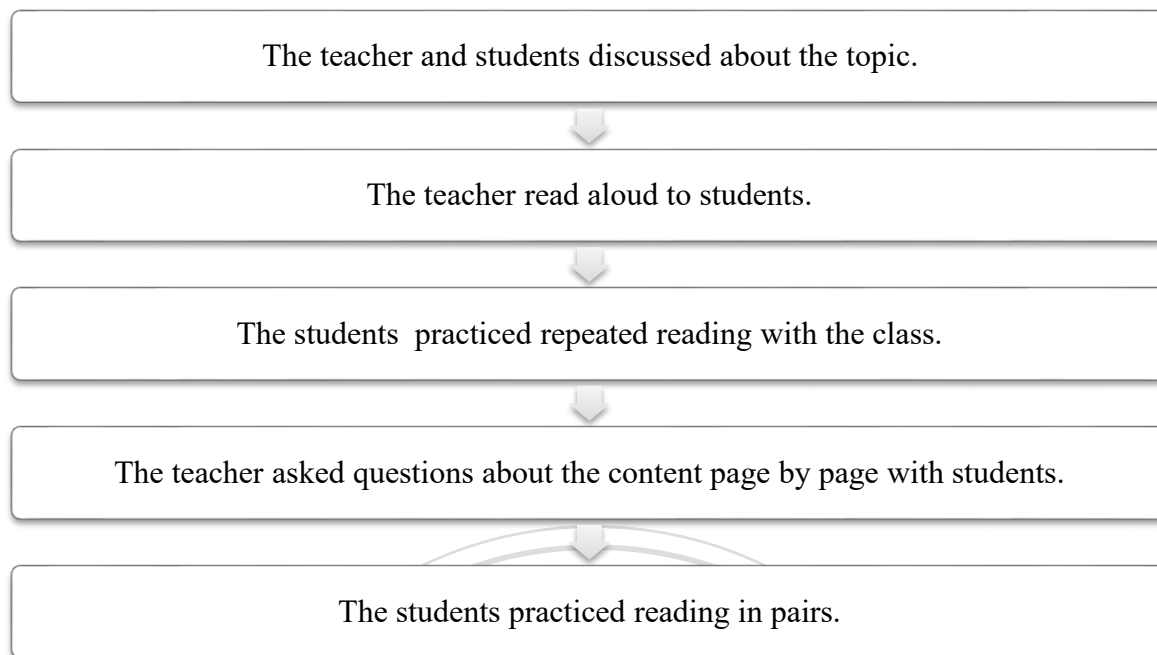
Figure 3.1.2 A Flow Chart of Classroom Reading Activities: During Reading

The teacher checked the understanding of new vocabulary with students.

The students reflected on daily life experience related to the reading content.

The students shared the poster project in pairs.

Figure 3.1.3 A Flow Chart of Classroom Reading Activities: After Reading

Instruments

In order to answer the research questions proposed in this study, four instruments

were used and described in the following sections. These included teaching materials, the GEPT kids reading test, the post-experiment questionnaire, and interviews.

Teaching Materials

The storybooks adopted in this study were selected from the website Reading A to Z (https://www.readinga-z.com), an online reading instruction resource with extensive collection of leveled reading resources. The original CORI program provided learners leveled books of science. However, the aims of the present study were not focused on sc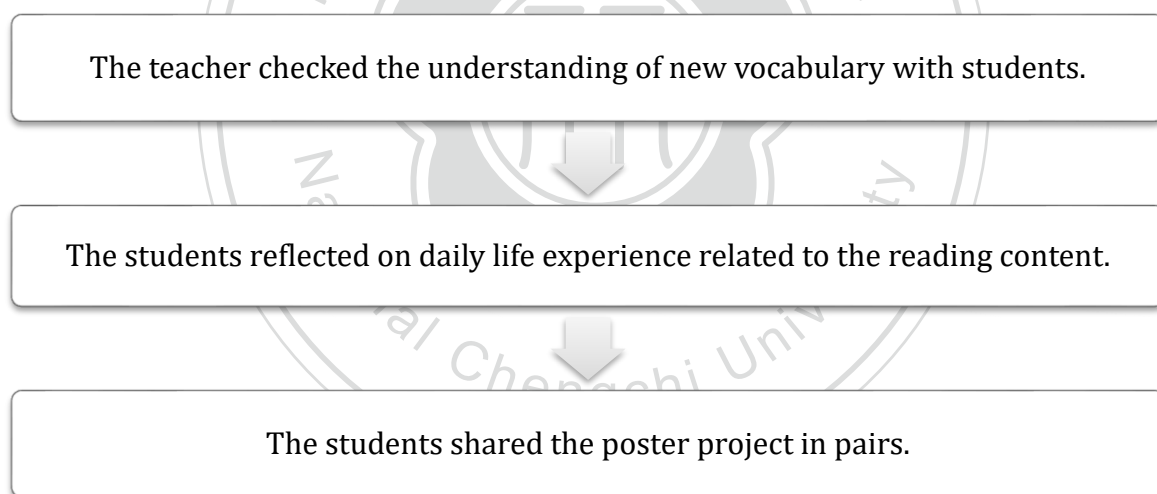ience. The materials were selected in Reading A-Z. Reading A-Z's English leveled books were carefully written in accordance with standardized Learning A-Z Text Leveling System and quality checked with custom software. Leveled books are available in a wide variety of fiction and nonfiction genres. In attempt to strengthen the connections in literacy and content-area instruction, the website provides reading materials with engaging, developmentally appropriate leveled books at 29 reading levels. With graduated levels of difficulty, the website helps build students' confidence while increasing their reading comprehension and fluency. Key to any leveled reading program, leveled books support instructions in comprehension, vocabulary, close reading of text, and so on.

The books selected in this study were all nonfiction books from the reading A-Z website, which contained information about the topic in pictures and words. In this resource, all books in the online reading program were categorized into different levels based on the word count, the book length, and the frequency headwords. Four books were chosen for the remedial class in this study: *Food Trucks (98 words)*,

25

Basketball (237 words), *All Kinds of Home* (161 words), and *Firefighters (296 words)*.

The selections of each book were based on the following criteria: word count,

learners' preference, motivation-initiative, learners' ability level. The books were

selected in different levels due to the preference of students. One of the CORI

principles was self-direction (Guthrie et al., 1999; Guthrie et al., 2007). The

participants could express their preference of reading, based on their interests. The

screenshots of the four books are also found in Figure 3.2.1 to 3.2.4.
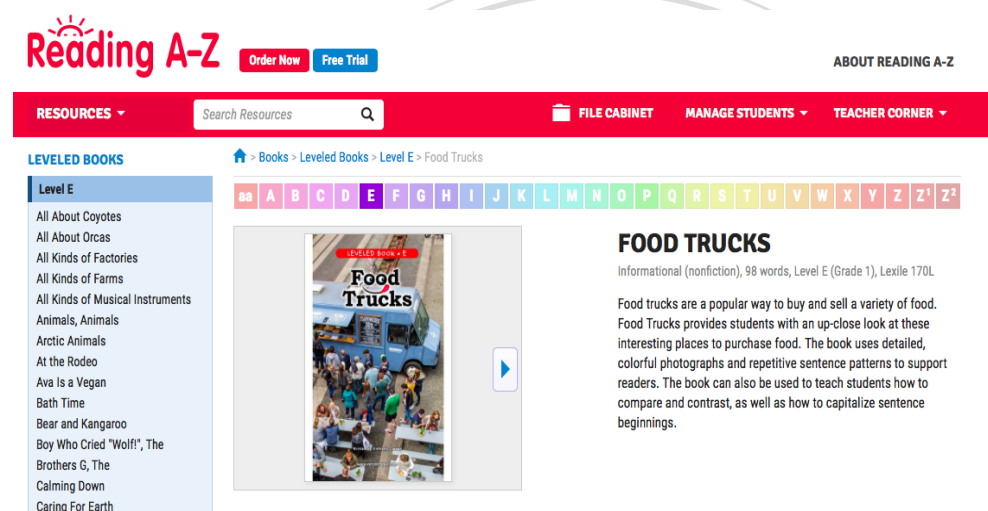
Figure 3.2.1 The First Nonfiction Book *Food Trucks*
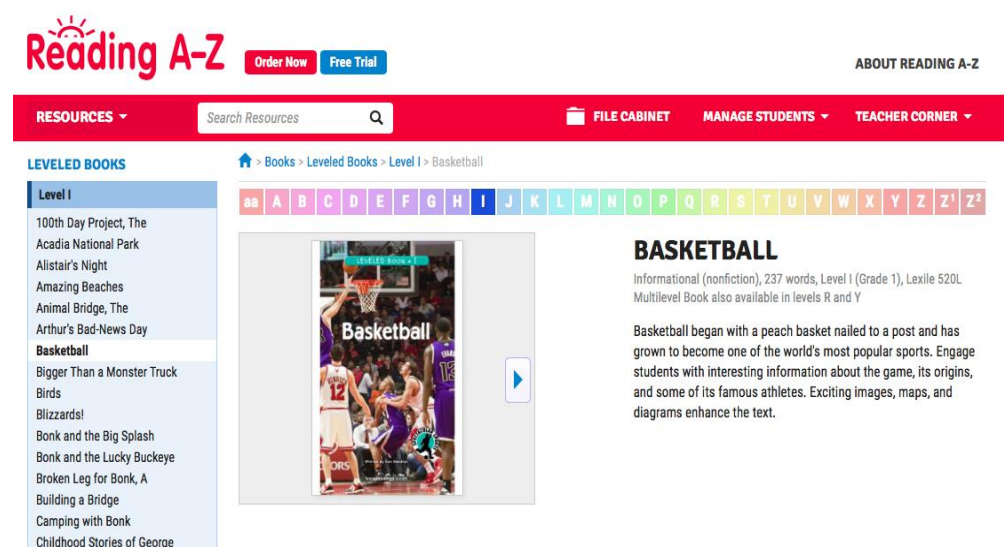
Figure 3.2.2 The Second Nonfiction Book *Basketball*

26
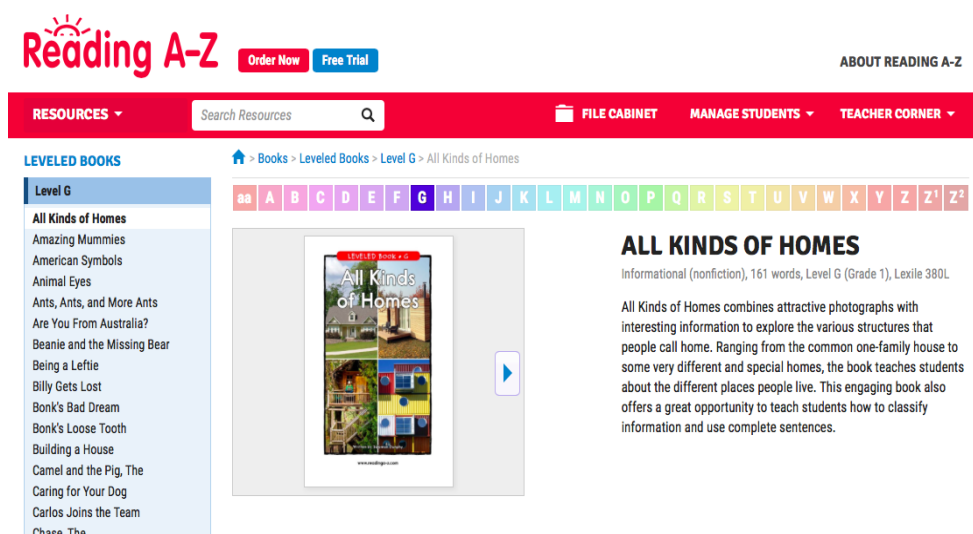
Figure 3.2.3 The Third Nonfiction Book *All Kinds of Homes*
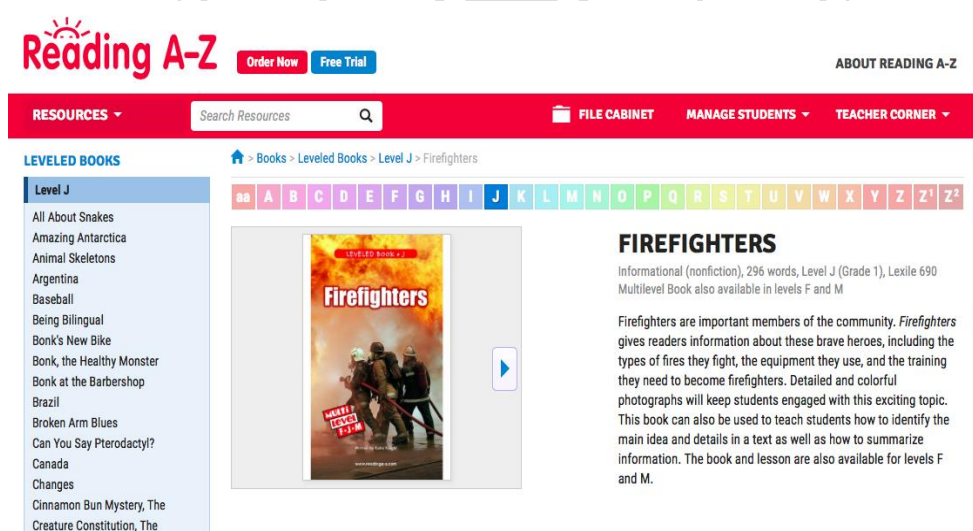
Figure 3.2.4 The Forth Nonfiction Book *Firefighters*

GEPT Kids reading test

The purpose of using the GEPT Kids reading test in the present study was to

know the level of each individual's reading ability before and after the CORI

instruction. There are two main sections in the GEPT Kids test, the listening section

and the reading section. In this study, only the reading section was employed. The

GEPT Kids reading test includes three sections. The first section includes 20 statements to test the ability of word recognition. The participants were asked to match the descriptions with the pictures to decide whether the statements were true or false. The second section contains 5 fill-in-the-blank statements to test the basic grammar knowledge. The final section consists of two reading passages, each followed by five reading comprehension questions.

Post-experiment Questionnaire

The aims of having participants to complete the post-experiment questionnaire were, first, to examine the participants' changes in the area of intrinsic reading motivation and, second, to investigate students' perceptions of CORI. Motivation for Reading Questionnaire (MRQ) was adopted in this study (Wigfield & Guthrie, 1997). Adjustments of the items were further made to manage in line with the present study. The post-experiment questionnaire consisted of 20 items, using a 5-point Likert scale. These items were aimed at collecting data about the participants' responses to the three dimensions of intrinsic reading motivation: (a) reading efficacy, (b) reading involvement, and (c) reading willingness. There were six to seven questions within each dimension. The questions were all translated into Mandarin, the participants' mother tongue, for easy comprehension and reducing the participants' anxiety. Additionally, there were also five open-ended questions regarding the participants' reading motivation as well as their perceptions toward CORI. Specifically, items 1 and 2 were designed to seek information from the participants about the enjoyment they found in reading in CORI; item 3 was designed to ask the participants'

28

willingness to read after the program. As for items 4 and 5, the participants were asked to express their feelings about the three-month remedial program. The post-experiment questionnaire can be found in Appendix 1 and Appendix 2.

Interviews

To further investigate the participants' perceptions of the CORI courses, interviews were also conducted in this study. Due to the fact that talking in young learners' native language was believed to promote the willingness to communicate and to reduce the anxiety. The interview questions were in their mother tongue, and were open-ended questions. The questions given to the students were based on the post-experiment questionnaire, and it was hoped that they could provide further details about their feelings and perceptions toward CORI.

Due to the time constraint, only two out of the seven participants were invited to participate in the interviews. One of the interviewees was a boy, while the other was a girl. They were randomly chosen without any particular differences compared to other participants in the program. Interviews were arranged after CORI experiment; each interview took about 10 minutes. The interview questions are shown in the following part.

(a) How much did you like the reading materials in CORI?

(b) Is there any difference in your reading motivation between reading with peers and reading on your own?

(c) Among all the activities we have done in CORI, what helps you the most in your English Reading?

(d)After attending the remedial program, experiencing CORI, what progresses have you made?

Data Analysis

In this present study, both quantitative and qualitative analyses were adopted. To answer the first research question about the impact of CORI on intrinsic reading motivation of students, the mean scores and standard derivation of students' responses to the 20 items in the post-experiment questionnaire were analyzed quantitatively. To answer the second research question about the effects of CORI on students' reading ability, the scores of the GEPT-Kids pre- and post- Reading Tests were compared quantitatively. Because of the small number of the participants in this study, descriptive statistics was used to compare the scores of the GEPT-Kids Reading Test and the responses of the reading motivation questionnaire. To answer the third research question about student's perceptions of the CORI instruction, data collected from the open-ended questions of the post-experiment questionnaire and the interviews were analyzed qualitatively.

CHAPTER 4

RESULTS

This chapter presents the results of the study, which can be divided into three parts. The first section is concerned with the effect on how CORI enhances students' intrinsic reading motivation after the experiment on the basis of their responses to the first 20 items in the questionnaire. The second section, focusing on the effect on how CORI improves students' reading ability, presents the results of the pre- and post- test scores from the GEPT-Kids Reading Test. The third section is related to how these students perceive the use of CORI in their English remedial class based on their responses to open-ended questions in the post-experiment questionnaire and interviews.

Research Question One: To what extent does CORI enhance students' intrinsic motivation in a primary EFL remedial program?

Students' Responses to Post-experiment Questionnaire

In this section, the participants' responses to question items concerning intrinsic reading motivation in the post-experiment questionnaire are presented. These items were aimed at inquiring about the participants' responses to the three domains in intrinsic reading motivation: (a) reading efficacy, (b) reading involvement, and (c)

31

reading willingness in CORI.

Items Regarding Students' Reading Efficacy

The statistical results of students' responses to items concerning reading efficacy are presented in Table 4.1 in terms of the mean scores and standard deviations.

Table 4.1 Students' Responses to Items Regarding Reading Efficacy

Items	N	Mean	SD
1. I can guess the difficult words through teacher's guidance.	7	4.43	0.53
2. I make progress on remembering vocabulary after CORI.	7	3.71	0.49
3. I make progress on L2 reading after CORI.	7	3.57	0.53
10. I build up more confidence on L2 reading after CORI.	7	3.86	0.69
12. Comparing to others in the program, I can understand more on the reading contexts teacher prepares.	7	3.71	0.95
14. I can understand more concepts of each vocabulary after CORI.	7	4.00	0.58
15. I can use different reading strategies to understand better in L2 reading.	7	4.00	0.82

Note: N=the number of participants

As presented in Table 4.1, the mean scores of participants' responses to Items 1 (M=4.43), 14 (M=4.00), and 15 (M=4.00) were above 4, indicating that students agreed that the instruction helped them guess the meaning of difficult words, understand the vocabulary better, and use different reading strategies.

Concerning the participants' responses to Item 2, 3, 10, and 12, they nearly

32

agreed with the mean scores ranged from 3 to 4. The remedial students' responses to Item 2 (M=3.71) and item 3 (M=3.57) show that they had a tendency to agree that they made progress on remembering vocabulary and L2 reading after the program. Students' responses to Item 10 (M=3.86) show that they nearly agreed that they became more confident in L2 reading after the program. As for students' responses to item 12 (M=3.71), the result indicated that compared to their classmates, students almost agreed that they could comprehend the reading material better after the instruction.

Items Regarding Students' Reading Involvement

As for participants' responses to items concerning reading involvement, the mean scores and standard deviations are presented in Table 4.2.

Table 4.2 Students' Responses to Items Regarding Reading Involvement

Items	N	Mean	SD
5. I like the books teacher prepared for us.	7	4.14	0.69
7. I like to read with my classmates in this program.	7	4.29	0.76
9. I like the content and learning in this program.	7	4.29	0.49
13. I like to learn with the remedial class.	7	4.29	0.49
16. I like the way teacher guided us to discuss in the CORI.	7	4.43	0.53
18. I like the activities teacher designed in this program.	7	4.58	0.53
19. I like the reading activities and discussions in the program.	7	4.00	0.58

33

Note: N=the number of participants

According to Table 4.2, the mean scores of all the items under the category of reading involvement are above 4, indicating students' enhancement of reading motivation in this area. To be more specific, students particularly liked the activities in the reading program (item 18, M=4.58). They also liked the books (item 5, M=4.14) as well as the content they learned (item 9, M=4.29).

Meanwhile, students' responses to item 7 (M=4.29) indicated their positivity on reading with their classmates. Item 13 (M=4.29) also showed students' enjoyment in learning with the class during the instruction. In addition, students' responses to item 16 (M=4.43) revealed that they liked the way the teacher led them to discuss during the class. Similarly, they were fond of the reading activities and discussion parts in the remedial class indicated by their agreement to item 19 (M=4.00).

Items Regarding Students' Reading Willingness

The results of the participants' responses to items related to the dimension of reading willingness are presented in Table 4.3.

Table 4.3 Students' Responses to Items Regarding Reading Willingness

Items	N	Mean	SD
4. After CORI, I won't reject to read.	7	3.71	0.76
6. After CORI, I am willing to read books that interest me.	7	3.71	0.76
8. I want to know what happens next in the book we read.	7	4.43	0.79
11. After CORI, I am willing to try reading on my own.	7	3.14	0.38

17. I am willing to read books I like with guidance by others.	7	4.43	0.53
20. I am willing to challenge myself to read books I like.	7	3.14	0.38

Note: N=the number of participants

As the results shown in Table 4.3, the mean scores of items 8 (M= 4.43) and 17 (M=4.43) were above 4 indicating the participants were curious about the content of the reading material and were willing to read books of their interest under guidance.

As for students' responses to items 4 (M=3.71) and 6 (M=3.71), they nearly agreed that they would not resist the idea of reading in English and became more willing to read English books after the CORI instruction.

Regarding items 11(M=3.14) and 20 (M=3.14), students' responses indicated that they were more reserved in reading on their own or challenging themselves in terms of reading English books.

In short, the results of the post-experiment questionnaire revealed that among the three dimensions of intrinsic reading motivation, reading involvement was the area where CORI had a particular effect on. In other words, CORI instruction is more effective in promoting the participants' reading involvement. As for the aspects in reading efficacy and reading willingness, the overall results indicated that although students agreed that CORI helped them deal with unknown vocabulary and made them more interested in reading English books, they were less confident in reading on their own and without guidance.

Research Question Two: To what extent does CORI increase students' reading ability

in a primary EFL remedial program?

Students' Performance on the GEPT Kids Reading Tests

The second research question concerns how CORI increases students' reading ability in a primary EFL remedial program. For the assessment of remedial students' reading ability before and after CORI, GEPT-Kids Reading Test was conducted as a pretest and a post-test . The results are presented in four phases. The first phase showed the overall reading performance based on the outcomes of the two reading tests. The second phase presents the participants' reading performance on questions related to word recognitions. The third phase presents the students' performance on questions regarding basic grammar knowledge. The fourth phase shows the students' performance on the reading comprehension questions from the two passages in the tests.

The Effects of CORI on the Students' Overall Reading Ability

As presented in Table 4.4, the mean scores of the pre- and post-tests showed that there were not much difference before and after the instruction (M=13.14 vs. M=13.00).

Table 4.4 Comparison of the Students' Overall Reading Ability Before and After CORI

	Test	N	Mean	SD
Overall Reading Ability	Pretest	7	13.14	3.236
	Post-test	7	13.00	3.958

Note: N=the number of participants

36

The Effects of CORI on the Students' Word Recognition

As shown in Table 4.5, the participants' word recognition ability was in no difference before and after CORI. The numbers of the questions related to word recognition were 20. Thus, the range of correct-answered scores was from 1 to 20. As measured, the mean score was 11.00 in the pretest, and 10.00 in the post-test.

Table 4.5 Comparison of the Students' English Word Recognition Before and After CORI

	Test	N	Mean	SD
Word Recognition	Pretest	7	11.00	2.449
	Post-test	7	10.00	3.366

Note: N=the number of participants

The Effects of CORI on the Students' Grammar Knowledge

As presented in Table 4.6, there was not much difference between the mean scores of the pre- and post-test items on grammar. The total numbers of questions were 5 in grammar knowledge section. As the correct-answered questions' range was from 1 to 5, the mean score was only slightly higher ($1.14 > 1.00$) in the post-test than the pretest.

Table 4.6 Comparison of the Students' English Grammar Knowledge Before and After CORI

	Test	N	Mean	SD
Grammar Knowledge	Pretest	7	1.00	1.154

	Post-test	7	1.14	1.214

Note: N=the number of participants

The Effects of CORI on the Students' Reading Comprehension

According to Table 4.7, the results showed that there was not much difference in the mean scores of pre- and post-test items on the reading comprehension questions. The questions in reading comprehension were 5 in total, leading the mean scores ranged from 1 to 5. The mean score on the post-test (M=1.85) was only slightly higher than the pretest (M=1.14).

Table 4.7 Comparison of the Students' English Reading Comprehension Before and After CORI

	Test	N	Mean	SD
Reading Comprehension	Pretest	7	1.14	1.345
	Post-test	7	1.85	1.069

Note: N=the number of participants

In short, based on students' performance on the pre- and post- GEPT-Kids reading tests, their overall reading ability was not improved before and after the CORI instruction. Students in general performed poorly on all subsets of the two reading tests including word recognition, grammar knowledge, and reading comprehension.

Research Question Three: How do these students perceive the use of CORI in their English remedial class?

Students' Perceptions toward CORI

Post-experiment Questionnaire on Students' Perceptions to CORI

This section aims to present data regarding students' perceptions towards the remedial program using CORI. The data were collected from the open-ended questions in the post-experiment questionnaire and interviews. Students' responses to the five open-ended questions are presented below.

Students' responses to the first question: "Do the reading materials in the remedial program interest you? And why?" The results showed that 6 out of the 7 participants mentioned that they enjoyed the reading materials in CORI. To be more specific, the books interested them for three major reasons: the improvement of English proficiency, the curiosity to read new materials, and pleasure of learning experience in the program. Their responses to the question showed that they enjoyed the reading materials positively. Two of the participants' responses to question 1 are excerpted below.

「*是；因為可以讓英文更好*」

"Yes, because the reading materials can make my English better." (Student B)

「*有一點；因為這些都是我沒看過的新奇事物*」

"A little bit. These are things I never saw before." (Student D)

Students' responses to the second question: "Which book is your favorite in the remedial program? And why?" The books they liked the most are "Basketball," "All Kinds of Home," and "Food Truck." Overall, students' perceptions towards the books

chosen in the program were mostly positive. The book "Basketball" was chosen by 3 out of 7 students, while "All Kinds of Home" and "Food Truck" were equally selected by 2 out of 7 students. The reasons for why the students liked the books were: the books were related to their own interests, and they enjoyed the way teacher introduced the book. Students' responses are shown in the excerpts below.

「*Basketball；因為我喜歡打籃球*」

"My favorite book is "Basketball," because it is the sport I like the best."

(Student A)

「*Food Truck；看起來很好吃，而且老師講解很有趣*」

"I like the book "Food Truck." The food introduced in the book is delicious and it's interesting to read through teacher's explanations." (Student E)

As for the participants' responses to question 3, which asked them whether they like to read English books in their free time, the participants claimed that they were not willing to read books on their own even after the instruction mainly due to the difficulty in comprehending English reading texts. However, when they were asked whether they were willing to read English books with teachers' guidance, their answers were positive. Most students expressed that with teacher's guidance, they would do L2 reading. Students' responses to question 3 are shown in the two excerpts below.

「*不會；因為我看不懂。會；因為老師可以幫我翻譯和解釋*」

"No, I can barely understand the content of books on my own. Yes, I can get the meaning of the story with teacher's help and explanations." (Student B)

「不會；因為根本看不懂。會吧，因為有人陪同」

"No, I can barely get the meaning in books. Maybe yes, cause there will be someone accompanying me to read." (Student E)

According to students' responses to question 4, "Do they like the CORI courses in the remedial program?" Five out of the seven participants expressed that they enjoyed learning in the CORI program. Some felt interested in learning to read in the CORI class because of the activities provided by the instructor. The participants' perceptions of CORI are shown in the excerpts below.

「喜歡；因為我上課很開心呀」

"I like it a lot. Because I can learn happily in the program, so I like it." (Student A)

「喜歡；因為活動很好玩」

"I like it; it's fun to learn in different activities in the program." (Student G)

There were, however, two excerpts from the data indicated that the CORI lessons were not interesting for everyone. Two participants gave somewhat negative feedback about the CORI instruction. One of the participants found that course was not related to her personal interest, which was art. The other participant thought the class was too noisy to focus on learning.

「*還好；如果是有關畫圖的互動課程我才喜歡*」

"So so. I like it better if it's related to interaction lessons about art." (Student D)

In the fifth open-ended question, students were asked whether they would like to participate in a similar program like this in the future. 4 out of the 7 participants showed their willingness to join another CORI program after the study. The major reason was to improve more on their L2 proficiency. However, 3 participants lacked the willingness to join another similar program because of their concerns about who would be the teacher and also the class learning atmosphere. Some students' responses to question 5 are presented below.

「*會；因為能練英文*」

"Yes, cause I can practice a lot of things related to English here." (Student A)

「*不知道；要看老師好不好吧*」

"I'm not sure about it. I want to know whether the teacher is good or not."

(Student C)

Interviews on Students' Perceptions of CORI

Two interviews were conducted after CORI to gain further insights of the participants' perceptions to CORI. The results of the interviews showed students' positive perceptions of CORI. Their responses to the interview questions were translated to English and are presented below.

42

(a) How much did you like the reading materials in CORI?

The interviewees claimed great enjoyment on the reading materials in CORI. They took the materials as fun and interesting things to read. The results in interviews were highly corresponded with the ones in the post-experiment questionnaire. On top of that, one interviewee pointed out that the reading material gave her an opportunity to see new things beyond her life experiences. Her opinions are shown in the following excerpt.

"Most of the reading materials were interesting, especially the book called "Basketball." I liked it a lot cause it's one of my hobby, playing basketball in leisure time. I wanted to know what happened to the next page when we did the choral reading with peers." (I-1)

"I liked the book "All Kinds of Home." It gave me a good opportunity to see new houses around the world. It's interesting to know the things I did not know before in the reading." (I-2)

(b) Is there any difference in your reading motivation between reading with peers and reading on your own?

With respect to the question on reading with peers and reading as an individual, the participants replied negatively on reading as an individual due to the lack of confidence in understanding the concepts in English texts. They indicated that reading with peers could create a chance to understand more in

43

readings. This is similar to the results obtained from the questionnaire. The responses are shown in the following excerpted. .

"I don't want to read English books on my own, because I cannot get the meaning of the sentences. I usually quit reading after I read a couple of pages. If I have partners to read with me, we might have chances to discuss what the contents are about." (I-1)

"I like to read on my own if the book is in Mandarin. However, I cannot get the concept of the topic in most of the L2 reading, which terrifies me to read on my own. I want to read with friends in L2 more than read by myself." (I-2)

(c) Among all the activities we have done in CORI, what helps you the most in your English reading?

The activities that these students liked the most were the poster projects and the mind-mapping activities. These two activities were utilized in class mainly to help students practice sharing ideas. The participants enjoyed sharing ideas as well as illustrated their ideas in different forms of presentation.

"Questions raised by the teacher made our group collaborated together to finish recording our posters after reading the book." (I-1)

"I liked to draw things down. When we had the mind-mapping time, I could lead the group and illustrate what we thought. Teacher helped us to express as well. We could engage more in different activities." (I-2)

(d) After attending the remedial program, experiencing CORI, what progress have you made?

Both interviewees were positive about the progress they have made after attending the CORI program. They became willing to do L2 reading as well as express themselves more in English after participating in CORI. Students' responses are shown in the excerpted below.

"The best part is I can express more in CORI class and not being afraid to interact with peers." (I-1)

"Reading in L2 is not that difficult to me, though I still need help from others. I can gain different knowledge in the reading if I try to read more information such as the pictures and the hints from the texts." (I-2)

In short, according to the responses that students provided in the open-ended questions of the questionnaire and the interviews, it was found that the students enjoyed the reading materials provided in the program; they particularly liked the books such as "Basketball," "All Kinds of Home," and "Food Truck".. They also expressed their willingness to do L2 reading under the teachers' guidance. Lastly, the students also felt that they have made progress in areas such as expressing themselves through the activities of mind-mapping and poster projects.

CHAPTER 5

DISCUSSION AND CONCLUSION

In this chapter, on the basis of the results presented in the previous chapter, the major findings of the study are summarized and discussed. The major the findings of the study can be conceptualized in the model presented in Figure 5.0.1. Then, some pedagogical implications are proposed. Finally, limitations of the present study and suggestions for future research are provided.
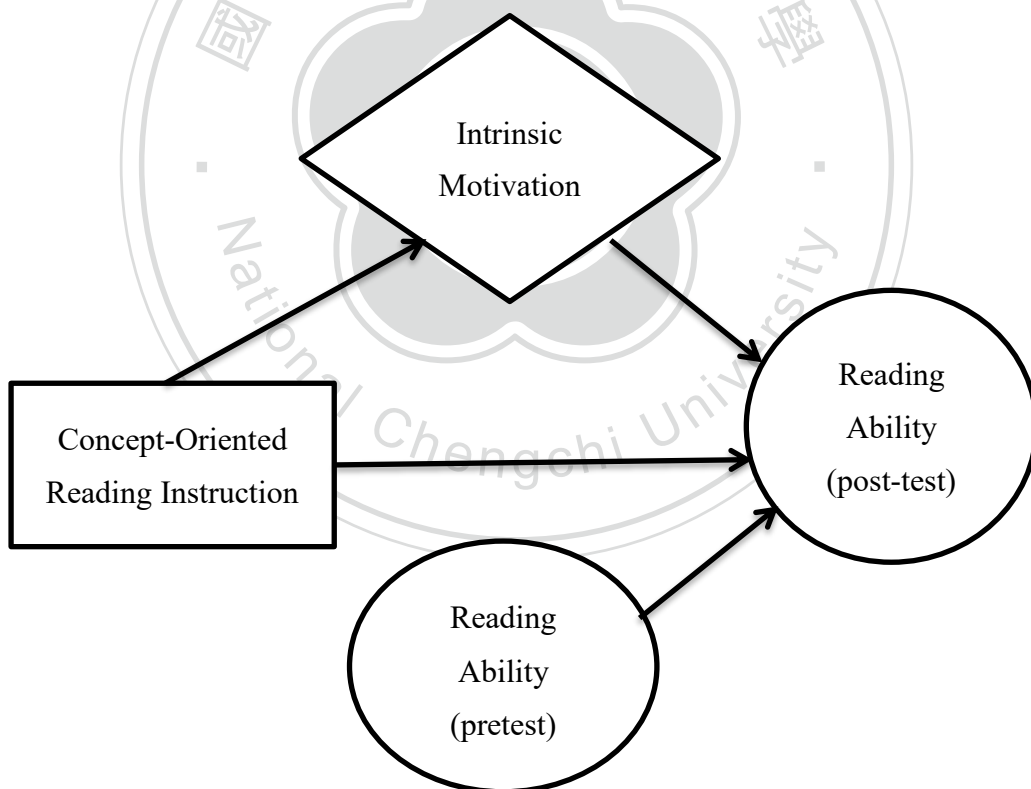

Figure 5.0.1 Model of effects of CORI on intrinsic motivation and reading ability

Discussion of the Major Findings

In this study, CORI was implemented in the primary EFL remedial program, owing to its potential of enhancing learners' intrinsic reading motivation as well as the improvement of reading abilities. The research aimed to explore the effects of using CORI in a remedial course. The main findings of the study in relation to three research questions are presented and discussed below.

Research Question One: To what extent does CORI enhance students' intrinsic reading motivation in a primary EFL remedial program?

In the study, the researcher aimed to find out if the enhancement of intrinsic reading motivation occurred when conducting CORI in the three-month remedial program. To investigate the finding, intrinsic reading motivation was divided into three dimensions: self-efficacy, involvement, and willingness. The overall findings in the post-experiment questionnaire showed that students' intrinsic reading motivation was enhanced. CORI had a particular effect on the aspect of reading involvement. Our findings were consistent with suggestions from previous studies regarding the enhancement of reading involvement (Guthrie et al., 1999; Logan et al., 2011; Wigfield et al., 2004).

However, as for the aspects in reading efficacy and reading willingness, the overall results indicated that although students agreed that CORI helped them deal with unknown vocabulary and made them more interested in reading English books, they were less confident in reading on their own and without guidance. The results showed that the participants had low willingness to read as an individual, which is

48

inconsistent with the suggestions of previous studies (Guthrie et al., 2007; Guthrie et al., 2004; Guthrie et al., 2000; Guthrie, 1996). This might be the outcome of the students' low learning ability as L2 readers. They lacked confidence to read because the students were afraid of incomprehension. However, the remedial students in the program replied with high willingness to read with others. They were more willing to read in English with teacher's guidance and with their peers. One possible explanation is that the participants were all low achievers from the remedial program. They tended to be less confident in their own capacity as English readers.

Research Question Two: To what extent does CORI increase students' reading ability in a primary EFL remedial program?

The study investigated on the improvement of the participants' reading ability through the CORI instruction. Based on students' performance on the pre- and post-GEPT-Kids reading tests, their overall reading ability was not improved before and after the CORI instruction. Students in general performed poorly on all subsets of the two reading tests including word recognition, grammar knowledge, and reading comprehension.

One possible explanation for the insignificance of students' improvement on the pre- and post-reading test scores is that the three-month class instruction might not be sufficient enough for these students with low reading ability. The reading ability might be increased over a longer period of time, instead of a three-month session of CORI. This can be supported by Logan et al. (2011) that the learners with lower ability might be led to improvements in reading ability over time in CORI. As low-

achievement learners might make extra efforts to their own learning even when they had higher intrinsic motivation. It is possible that the enhancement of the intrinsic motivation might lead greater probability to the improvement of reading ability in a long run.

Another possible reason to the insignificance of difference between the pre-and post- reading tests might have to do with the test instrument. The remedial students might not be able to show their progression on the test scores due to the GEPT-Kids Reading Test's level of difficulty. The mean scores seemed to indicate that the test might be too difficult for these learners. The possibility of guessing was high and might not accurately assess these learners' reading ability. In this case, the improvement could not be detected through the test instrument.

Finally, the progression of reading ability could be estimated in multiple ways rather than a reading test only. The growth of reading ability might need another measurement to reveal; however, only one measurement was utilized in this study to examine students' reading ability.

Research Question Three: How do these students perceive the use of CORI in their English remedial class?

According to the responses that students provided in the open-ended questions of the questionnaire and the interviews, it was found that the students enjoyed the reading materials provided in the program; they particularly liked the books such as "Basketball," "All Kinds of Home," and "Food Truck". They also expressed their willingness to do L2 reading under the teachers' guidance. The finding regarding

50

students' enjoyment of reading materials provided in the CORI program was supported by previous studies (Guthrie et al., 1999; Guthrie et al., 2004; Logan et al., 2011; Wigfield et al., 2004). In addition, the participants of this study also provided three reasons for their interest in the reading material. First, they thought the reading material could help improve their English proficiency. Second, the students desired to learn new things in the real world. Last, they experienced the pleasure of learning experience during the class instruction. The findings here were consistent with those from the previous studies regarding the development of intrinsic reading motivation through CORI, which provided an opportunity for students to interact and build relationships with the real world (Barbosa, 2008; Guthrie et al., 1999; Guthrie, Wigfield, & You, 2012; Guthrie, 1996; Logan et al., 2011; Wigfield & Guthrie, 1997; Wigfield et al., 2004).

As for the finding related to students' unwillingness to read on their own but willingness to read under the teacher's guidance or with the class, one possible reason might be that the participants found the CORI learning environment friendly for them to learn. Moreover, the collaboration and self-expression building practices during the activities in CORI gave the participants a great chance to learn without avoidance (Baker & Wigfield, 1999; Guthrie et al., 1999).

Pedagogical Implications

The results of the study indicate that, when learners were provided with sufficient guidance through the principles of CORI, their intrinsic reading motivation can be greatly enhanced. The principles such as self-expression and collaboration

51

helped students to involve better in different activities, leading to greater understanding of reading materials (Guthrie et al., 1999; Logan et al., 2011; Wigfield et al., 2004). The reading involvement enhanced students' activeness in activities of discussions of mind-maps and doing posters projects. Other principles could be implemented in the courses such as searching for meanings in the reading, providing students opportunities to build up strategy-using techniques in reading. Students were also found to better enjoy the task of reading with CORI. However, the study also showed that the participants often lacked confidence to read on their own. Therefore, teachers are encouraged to employ diverse teaching activities and tasks but also provide necessary language support when implementing CORI on students with learning difficulty. With enough teacher support and linguistic scaffolding, these students might become more confident and independent readers. In the long run, their reading ability might also be improved.

Limitations of the Present Study and Suggestions for Future Research

The present study provides teachers with an overview of how CORI can be implemented in a primary EFL remedial program and how it can help enhance students' reading motivation. However, the results should be interpreted with caution due to the following limitations. First, only seven participants with limited English proficiency were recruited in the present study. Future studies may include students with different L2 reading proficiency levels so that the effectiveness of the teaching method can be further examined. Second, the amount of time used to employ CORI was short and probably not sufficient enough to show students' significant

improvement of reading ability. Future researchers might increase the instructional time or conduct a longitudinal study to estimate the effectiveness of CORI on students' reading ability. Third, the reading materials selected in this study were not typical CORI materials. Future studies are suggested to choose books originally from the CORI programs. Last, the analysis on students' written responses in the questionnaire and interviews was conducted by the researcher alone, which might be too subjective. To avoid the problem, it is suggested that future research involve other experienced teachers to help analyze the data.
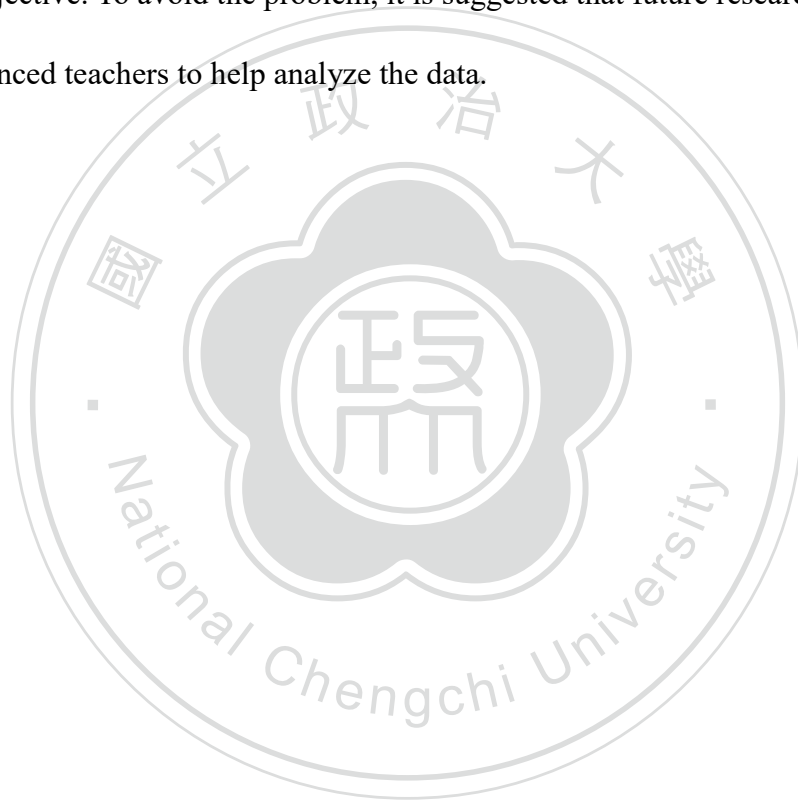
REFERENCES

Akamatsu, N. (1999). The effects of first language orthographic features on word recognition processing in English as a second language. *Reading and Writing: An Interdisciplinary Journal*, *11*, 381-403.

Alhamdu (2016). Interest and reading motivation. *PSIKIS-Jurnal Psikologi Islami Vol. 1 No. 1 (2015).* 1-10.

Alleman, J., & Brophy, E. J. (1991). Reconceptualizing homework as out-of-the-school learning opportunities. *Occasional Paper No. 135.* East Lansing, Michigan: Michigan State University, Institute for Research in Teaching.

Anderson, E. (1998). Motivation and Cognitive Influences on Conceptual Knowledge: The Combination of Science Observation and Interesting Texts.

Anderson, R.C., & Pearson, P.D. (1984). A schema-theoretic view of basic processes in reading. In P.D. Pearson (Ed.), *Handbook of Reading Research* (pp.255-291). New York: Longman.

Baker, L., & Brown, A. L. (1984). Metacognitive Skills and Reading. In P. D. Pearson, R. Barr, M. L. Kamil & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp. 353 - 394). New York: Longman.

Baker, L., & Wigfield, A. (1999). Dimensions of Children's Motivation for Reading and Their Relations to Reading Activity and Reading Achievement.

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: Freeman.

Beane, J. A. (1995). Curriculum integration and the disciplines of knowledge. *Phi Delta Kappan*, *76*, 646-622.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). Women's

ways of knowing: The development of self, voice, and mind. *Curriculum Inquiry*. Vol. 18, No. 1 (Spring, 1988), pp. 113-121. New York: BasicBooks, Inc.

Berman, R. (1986). A crosslinguistic perspective: Morphology and syntax. In Fletcher, P. & Garman, M. (Eds.), *Language acquisition: Studies in first language development* (2nd ed., pp. 429–447). Cambridge: Cambridge University Press.

Brophy, J., McMahon, S., & Prawat, R. (1991). Elementary social studies series: Critique of a representative example by six experts. *Social Eduation*, *55*, 155-160.

Carrell, P. &Eisterhold. J.C. (1983). Schema theory and ESL reading pedagogy. *TESOL Quarterly*, *17*(4), 553-573.

Carrell, P. L. (1983). Three components of background knowledge in reading comprehension. *Language Learning*, *33*, 183–203. doi: 10.1111/j.1467-1770.1983.tb00534.x.

Carrell, P. L. (1987). Content and Formal Schemata in ESL Reading. *TESOL Quarterly, 21*(3), 461.doi:10.2307/3586498

Carrell, P.L. (1988). Some causes of text-boundedness and schema interference in ESL reading. In P.L. Carrell, J. Devine & D.E. Eskey (Eds.), *Interactive approachesto second language reading*. Cambridge: CUP.

Carrell, P. L. (1989). Metacognitive awareness and second language reading. *Modern Language Journal*, *73*, 121–134.

Carr, T. H., & Levy, B. A. (Eds.). (1990). *Reading and its development: Component skills approaches*. New York: Academic Press.

Chapman, J. W. (1988). Learning Disabled Children's Self-Concepts. *Review of Educational Research, 58,* 347-37.

Chen, Ying-Hsiu (2004). *Elementary and Junior High School English Teachers' Perceptions and Implementation of Remedial Instruction for Underachievers (Master's thesis)* National Taiwan Normal University, Taipei.

Chow, B. W.-Y., McBride-Chang, C., & Burgess, S. (2005). Phonological processing skills and early reading abilities in Hong Kong Chinese kindergarteners learning to read English as a second language. *Journal of Educational Psychology*, *97*, 81-87.

Clarke, M. A. (1980). The short circuit hypothesis of ESL reading or when language competence interferes with reading performance. *Modern Language Journal*, *64*, 203–209.

Devine, J. (1987). General language competence and adult second language reading. In Devine, J.Carrell, P. L. & Eskey, D. E. (Eds.), *Research in reading English as a second language* (pp. 73–87). Washington, DC: Teachers of English to Speakers of Other Languages.

Dole, J. A., Duffy, G., Roehler, L. R., & Pearson, P. D. P. (1991). Moving from the old to the new: Research on reading comprehension instruction. *Review of Educational Research*, *61*, 239–264.

Eskey, D.E. (1986). Theoretical foundations. In F. Dublin, D.E. Eskey, W. Grabe (Eds.), *Teaching second language reading for academic purposes.* (pp. 3–23). Reading: Addison-Wesley.

Eskey, D.E. (1988). "Holding in the Bottom: An Interactive Approach to the

Language Problems of Second Language Readers." In P. Carrell, J. Devine, & D. Eskey (Eds.), *Interactive Approaches to Second Language Reading* (pp. 93-100). Cambridge, UK: Cambridge UP.

Eskey, D. E. (2002). Reading and the teaching of L2 reading. *TESOL Journal*, *11*(1), 5-9.

Gardner, R. C. (2001). Language Learning Motivation: The Student, the Teacher, and the Researcher. *Texas Papers in Foreign Language Education*, *6*(1), 1–18.

Geva, E. & Siegel, L. S. (2000). Orthographic and cognitive factors in the concurrent development of basic reading skill in two languages. *Reading and Writing: An. Interdisciplinary Journal*, *12*, 1-30.

Geva, E., Wade-Woolley, L., & Shany, M. (1997). The development of reading efficiency in a first and second language. *Scientific Studies of Reading*, *1*, 119–144.

Grabe, W. (1991). Current Developments in Second Language Reading Research. *TESOL Quarterly, 25,* 375-406.

Grabe, W. (2004). 3. Research on Teaching Reading. *Annual Review of Applied Linguistics, 24*. doi:10.1017/s0267190504000030

Grabe, W. (2014). Key Issues in L2 Reading Development. In *4th CELC Symposium Proceedings*, edited by Xudong Deng and Richard Seow, 8–18. National University of Singapore.

Graesser, A. C., Lang, K. L., & Roberts, R. M. (1991). Question answering in the context of stories. *Journal of Experimental Psychology: General*, *120*, 254-277.

Guthrie, C. S. C. J. T. (2008). Teacher and Student Perceptions of Boys' and Girls'

Reading Motivation. *Reading Psychology*, *30*, 225–249.

Guthrie, J. T., Anderson, E., Alao, S., & Rinehart, J. (1999). Influence of Concept-Oriented Reading Instruction on Strategy Use and Conceptual Learning from Text. *Elementary School Journal, 99*(4), 343–366.

Guthrie, J. T., Hoa, L. W., Wigfield, A., Tonks, S. M., & Perencevich, K. C. (2006). From Spark to Fire: Can Situational Reading Interest Lead to Long-term Reading Motivation? *Reading Research and Instruction*, *45*, 91–117.

Guthrie, J. T., McRae, A., Coddington, C. S., Klauda, S. L., Wigfield, A., & Barbosa, P. (2009). Impacts of comprehensive reading instruction on diverse outcomes of low- and high-achieving readers. *Journal of Learning Disabilities*, *42*, 195-214.

Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of Concept-Oriented Reading Instruction to Knowledge About Interventions for Motivations in Reading. *Educational Psychologist, 42*(4), 237-250. doi:10.1080/00461520701621087

Guthrie, J.T., Van Meter, P., McCann, A.D., Wigfield, A., Bennett, L., Poundstone, C.C., et al. (1996). Growth of literacy engagement: Changes in motivations and strategies during concept-oriented reading instruction. *Reading Research Quarterly*, *31*, 306–332.

Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., . . . Tonks, S. (2004). Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction. *Journal of Educational Psychology, 96*(3), 403-423. doi:10.1037/0022-0663.96.3.403

Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., &

Barbosa, P. (2006). Influences of Stimulating Tasks on Reading Motivation and Comprehension. *Journal of Educational Research*, *99*, 232–245.

Guthrie, J. T., Wigfield, A., & VonSecker, C. (2000). Effects of Integrated Instruction on Motivation and Strategy Use in Reading. *Journal of Educational Psychology*, *92*(2), 331–341.

Guthrie, J. T., Wigfield, A., & You, W. (2012). Instructional Contexts for Engagement and Achievement in Reading. *Handbook of Research on Student Engagement* (pp. 601-634).

Guthrie, S. E. (1993). *Faces in the Clouds: A New Theory of Religion.* New York, NY: Oxford University Press.

Henk, W. A., and Melnick, S. A. (1995). The reader self-perception scale (RSPS): a new tool for measuring how children feel about themselves as readers. Read. Teach. *48*, 470–477.

Jeon, E. H., & Yamashita, J. (2014). *L2 Reading Comprehension and Its Correlates: A Meta-Analysis. Language Learning, 64(1), 160–212.*doi:10.1111/lang.12034

Keung, Y.-C., & Ho, C. S.-H. (2009). Transfer of reading-related cognitive skills in learning to read Chinese (L1) and English (L2) among Chinese elementary school children. *Contemporary Educational Psychology, 34*(2), 103-112. doi:10.1016/j.cedpsych.2008.11.001

Koda, K. (1988). Cognitive process in second language reading: Transfer of Ll reading skills and strategies. *Second Language Research*, *4*(2), 133–156.

Koda, K. (1989a). Effects of Ll orthographic representation on L2 phonological coding strategies. *Journal of Psycholinguistic Research*, *18*(2), 201–222.

Koda, K. (1989b). The effects of transferred vocabulary knowledge on the

development of L2 reading proficiency. *Foreign Language Annals*, *22*(6), 529–

540.

Koda, K. (1990a). Factors affecting second language text comprehension.

In Zutell, J. & McCormick, S. (Eds.), *Literacy theory and research: Analyses*

from multiple paradigms [39th Yearbook of the National Reading Conference]

(pp. 419–427). Chicago, IL: National Reading Conference.

Koda, K. (1990b). The use of LI reading strategies in L2 reading: Effects of LI

orthographic structures on L2 phonological recoding strategies. *Studies in*

Second Language Acquisition, *12*(4), 393–410.

Koda, K. (1993). Transferred L1 strategies and L2 syntactic structure in L2 sentence

comprehension. *Modern Language Journal*, *77*, 490–500.

Lawrence-Brown, D. (2004). Differentiated Instruction: Inclusive Strategies for

Standards-Based Learning that Benefit the Whole Class. *American Secondary*

Education, 32(3), 34-62.

Lipson, M., Valencia, S., Wixson, K., & Peters, C. (1993). Integration and thematic

teaching: Integration to improve teaching and learning. *Language Arts*, *70*(4),

252-264.

Logan, S., Medford, E., & Hughes, N. (2011). The importance of intrinsic motivation

for high and low ability readers' reading comprehension performance. *Learning*

and Individual Differences, 21(1), 124-128. doi:10.1016/j.lindif.2010.09.011

Lutz, S. L., Guthrie, J. T., & Davis, M. H. (2006). Scaffolding for Engagement in

Learning: An Observational Study of Elementary School Reading Instruction.

Journal of Educational Research, *100*(1), 3–20.

McLaughlin, B. (1990). Restructuring. *Applied Linguistics*, *11*, 113-128.

McLaughlin, H.J. (1991). Reconciling care and control: Authority in classroom relationships. *Journal of Teacher Education*, *42*(3), 181-192.

Morgan, P. L. F., Douglas (2007). Is There a Bidirectional Relationship Between Children's Reading Skills and Reading Motivation? *Exceptional Children*, *73*(2), 166–183.

Oldfather, P. (1993a). What students say about motivating experiences in a whole language classroom. *The Reading Teacher*, *46*(8), 672-681.

Oldfather, P. (1993b, April). Facilitating participation and ownership through engaging students as co-researchers. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Oldfather, P. (1992, December). Sharing theownershipofknowing: A constructivist concept of motivation for literacy learning. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Oldfather, P., & Thomas, S. (1991). Researcher, classroom teacher, and student co-researchers jointly present perspectives on a qualitative study of student motivation. In P. Dreyer (Ed.), The Claremont Reading Conference 55th Yearbook (pp. 106-128). Claremont, CA; The Claremont Reading Conference.

Oldfather, P. (1991). Students' perceptions of their own reasons/purposes for being or not being involved in learning activities: A qualitative study of student motivation (Doctoral dissertation, The Claremont Graduate School, 1991). Dissertation Abstracts International, *52*, 853A.

Pate, E. P., McGinnis, K., and Homstead, E. (1995). Creating coherence through curriculum integration. In Beane, J. A. (ed.), *Toward a coherent curriculum: 1995 yearbook of the Association for Supervision and Curriculum Development*, Alexandria, VA: Association for Supervision and Curriculum Development, pp. 62–70.

Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. Educational Psychologist, *25*, 71-86.

Schunk, D. H. (1995). Self-efficacy and education and instruction. In J. E. Maddux (Ed.), *Self-efficacy, adaptation, and adjustment: Theory, research, and application* (pp. 281-303). New York: Plenum Press.

Schunk, D. H. (1996). Goal and self-evaluative influences during children's cognitive skill learning. American Educational Research Journal, *33*, 359-382.

Schunk, D. H., & Ertmer, P. A. (2000). Self-regulation and academic learning: Self-efficacy enhancing interventions. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 631-649). San Diego: Academic Press.

Schunk, D. H., & Zimmerman, B. J. (1996). Modeling and self-efficacy influences on children's development of self-regulation. In K. Wentzel & J. Juvonen (Eds.), *Social motivation: Understanding children's school adjustment* (pp. 154-180). New York: Cambridge University Press.

Segalowitz, N., Poulsen, C., and Komoda, M. 1991: Lower level components of reading skill in higher level bilinguals: implications for reading instruction. *AILA Review*, *8*, 15–30.

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the Classroom: Reciprocal

Effects of Teacher Behavior and Student Engagement Across the School Year. *Educ. Psychol, 85*, 571–81.

Stoller, Fredricka L. (2002). *Teaching and Researching: Reading*. 1-33.

Swaffar, J. K. (1988). Readers, texts, and second languages: The interactive processes. *Modern Language Journal*, *72,* 123–149.

Turner, J. C. (1995). The influence of classroom contexts on young children's motivation for literacy. *Reading Research Quarterly*, *30*, 410–441.

Vongkrachang, S., & Chinwonno, A. (2015). CORI: Explicit Reading Instruction to Enhance Informational Text Comprehension and Reading Engagement for Thai EFL Students. *PASAA*, *49* (1), 67- 104.

Wigfield, A., & Guthrie, J. T. (1997). Relations of Children's Motivation for Reading to the Amount and Breadth of Their Reading. *Journal of Educational Psychology*, *89*, 420-432.

Wigfield, A., Guthrie, J., & McGough, K. (1996). *A questionnaire measure of chil-dren's motivations for reading. (Instructional Resource no 22)*. Athens, GA: National Reading Research Centre.

Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Children's Motivation for Reading: Domain Specificity and Instructional Influences. *The Journal of Educational Research, 97*(6), 299-310.

Wang, M, Park, Y.-J., & Lee, K.-R. (2006). Korean-English biliteracy acquisition: Crosslanguage phonological and orthographic transfer. *Journal of Educational Psychology*, *98*, 148-158.

Wang, M., Perfetti, C. A., & Liu, Y. (2005). Chinese-English biliteracy acquisition:

Crosslanguage and writing system transfer. *Cognition*, *97*, 67–88.

Zimmerman, B. J. (2000). "Attainment of self-regulation: A social cognitive

perspective," in Handbook of Self-Regulation, eds M. Boekaerts, P. R. Pintrich,

and M. Zeidner (San Diego, CA: Academic Press), 13–39.

Mandarin

吳季芬（2005）。英語童書教學在國小英語科補救教學之效能研究。國立台北師範學院兒童英語教育研究所碩士論文，未出版，台北。

林芳菲（2004）。英文童書教學對國小學童英語學習態度之研究。國立台北師範學院兒童英語教學研究所碩士論文，未出版，台北。

柯明志（2012）。**臺北市國小學童對英語分級繪本滿意度之研究**。國立臺北教育大學兒童英語教育學系英語教育碩士班學位論文。1-172。

施穆穆（2008）。運用英語圖畫書於國小低年級之英語閱讀教學設計。淡江大學教育科技學系碩士在職專班碩士論文，未出版，台北。

陳映秀（2004）。國民中小學英語教師對於英語學習低成就學生補救教學之看法與實施現況。國立臺灣師範大學英語研究所碩士論文。

張新仁（2001）。實施補救教學之課程與教學設計。教育學刊，17，85－106。

許月貴 (2003b)。繪本教學、合作學習、補救教學、行動研究。2004 年 2 月 5 日，取自九年一貫深耕計畫—英語文領域網站。

教育部（2016）。國民及學前教育署補助辦理補救教學作業要點修正規定。取自 http://priori.moe.gov.tw/index.php?mod=about/index/content/point

詹偉佳（2001）。閱讀活動在國小英語教學的應用。教育資料與研究，38，8-11。

廖美玲 (1999)。如何利用兒童故事書來教英語。載於陳秋蘭、廖美玲（主編），嶄新而實用的英語教學—國小國中英語教學指引，頁 204-228。台北：敦煌。

APPENDIX 1

Post-experiment Questionnaire (English Version)

Following are a number of statements with which some people agree and others disagree. Please circle one alternative below each statement according to the amount of your agreement or disagreement with that item.

1: strongly disagree

2: disagree

3: neither agree nor disagree

4: agree

5: strongly agree

The following sample item will serve to illustrate the basic procedure.

a. Japanese baseball players are much better than Taiwanese baseball players.

   1 2 3 4 5

In answering this question, you should have circled one alternative. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

1. I can guess the difficult words through teacher's guidance.	1	2	3	4	5
2. I make progress on remembering vocabulary after CORI.	1	2	3	4	5
3. I make progress on L2 reading after CORI.	1	2	3	4	5
4. I build up more confidence on L2 reading after CORI.	1	2	3	4	5
5. Comparing to others in the program, I can understand more on the reading contexts teacher prepares.	1	2	3	4	5
6. I can understand more concepts of each vocabulary after CORI.	1	2	3	4	5
7. I can use different reading strategies to understand better in L2 reading.	1	2	3	4	5
8. I like the books teacher prepared for us.	1	2	3	4	5

66

9. I like to read with my classmates in this program.	1 2 3 4 5
10. I like the content and learning in this program.	1 2 3 4 5
11. I like to learn with the remedial class.	1 2 3 4 5
12. I like the way teacher guided us to discuss in the CORI.	1 2 3 4 5
13. I like the activities teacher designed in this program.	1 2 3 4 5
14. I like the reading activities and discussions in the program.	1 2 3 4 5
15. After CORI, I won't reject to read.	1 2 3 4 5
16. After CORI, I am willing to read books that interest me.	1 2 3 4 5
17. I want to know what happens next in the book we read.	1 2 3 4 5
18. After CORI, I am willing to try reading on my own.	1 2 3 4 5
19. I am willing to read books I like with guidance by others.	1 2 3 4 5
20. I am willing to challenge myself to read books I like.	1 2 3 4 5

In the following, some open-ended questions are for you to answer. You can write whatever you want. There is no restriction of words.

Do the reading materials in the remedial program interest you? And why?

_____

_____

Which book is your favorite in the remedial program? And why? (Food Trucks / Basketball / All Kinds of Home / Firefighters)

_____

_____

Are you willing to read English books in your free time? And why?

Are you willing to read English books with teacher's guidance? And why?

_____

_____

Do you like the CORI courses in the remedial program? And why?

_____

_____

Are you willing to participate in another program related to CORI? And why?

_____

_____

68

APPENDIX 2

Post-experiment Questionnaire (Chinese Version)

概念導向閱讀教學應用在國小英語補救教學調查

親愛的小朋友，您好：

這是一份針對「A Case Study on Implementing Concept-Oriented Reading Instruction in a Primary EFL Remedial Program 概念導向閱讀教學應用在國小英語補救教學之個案研究」的問卷，我們想了解您對於本教學法的學習經驗，以及看法，希望您能夠為我們填寫這份問卷。問卷內容僅供學術研究分析之用，並不對外公佈，請依照您的個人實際情形安心作答。謝謝您的合作！

敬祝 日安

國立政治大學英語教學研究所

指導教授：許麗媛 博士

研究生：黃薰瑤 敬啟

中華民國一零七年六月

【基本資料】

我的學校：臺北市國小　　　　　　　4. 我的性別：□男　　□女

就讀班別：六年____班　　　　　　　5. 我最近兩次的英文段考成績：

我的座號：____號　　　　　　　　　　（　　　）分和（　　　）分

【問卷填答】

題 目	非常同意	同意	沒意見	不同意	非常不同意
我可以經由老師的引導猜測閱讀文本中不懂的字。	□	□	□	□	□
我經過這次的課程記憶單字進步了。	□	□	□	□	□
我經過這次的課程英文閱讀進步了。	□	□	□	□	□
我經過這次的課程不排斥英文閱讀。	□	□	□	□	□
我喜歡老師選的閱讀文本。	□	□	□	□	□
我經過這次的課程會願意去嘗試有趣的英語	□	□	□	□	□

讀本。	☐	☐	☐	☐	☐
我喜歡跟同學一起在課程中閱讀。	☐	☐	☐	☐	☐
我會想要知道文本下一頁可以看到什麼。	☐	☐	☐	☐	☐
我喜歡這學期的英語閱讀課程的內容和學習。	☐	☐	☐	☐	☐
我經過這次的英語閱讀課程增加了學英語的信心。	☐	☐	☐	☐	☐
我經過這次的英語閱讀課程願意嘗試自己閱讀。	☐	☐	☐	☐	☐
我相較於激勵班其他人比較能讀懂老師給的讀本。	☐	☐	☐	☐	☐
我喜歡在激勵班課程中和同學一起學習。	☐	☐	☐	☐	☐
我經過這次的英語閱讀課程可以更掌握單字概念。	☐	☐	☐	☐	☐
我能夠運用策略幫助我閱讀得更好。	☐	☐	☐	☐	☐
我喜歡課程中老師帶我們閱讀討論的方式。	☐	☐	☐	☐	☐
我願意在有人協助之下閱讀喜歡的英語文本。	☐	☐	☐	☐	☐
我喜歡老師在英語閱讀中設計的活動。	☐	☐	☐	☐	☐
我喜歡課程中的英語閱讀活動和討論。	☐	☐	☐	☐	☐
我會想要挑戰閱讀我喜歡的主題的英語讀本。	☐	☐	☐	☐	☐

以下問題請你用真實想法來回答，字數不限制。

這學期的英語激勵班老師選的閱讀文本是否有引發你的興趣?為什麼?

70

這學期的閱讀文本中，你最喜歡的是哪一本書?為什麼?

(Food Trucks / Basketball / All Kinds of Home / Firefighters)

你會願意嘗試用課外時間自己閱讀英文書籍嗎?為什麼?

如果是老師帶著你閱讀，會更願意去看書嗎?為什麼?

你覺得這學期的英語激勵班課程你覺得喜歡嗎?為什麼?

如果還有類似的課程，你會想要參加嗎?為什麼?

71